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ABSTRACT

This report describes and evaluates a project that provided instructional and supportive services to Hispanic and Haitian high school students in 1980-81. Project Become at Sarah J. Hale High School in New York City offered social studies, mathematics, and science subjects in Spanish and French Creole, vocational and career courses, and a work study program as well as counseling services and opportunities for parent/community involvement. The report describes the program participants, program structure and organization, implementation of instructional and non-instructional components, and program assessment. Evaluation results indicate that: 1) both Hispanic and Haitian students achieved good rates of mastery of the objectives in a test of English syntax; 2) some gains were made in English reading; 3) bilingual students generally achieved passing rates in the content areas that exceeded the passing rates of mainstream students in comparable classes; 4) passing rates in native language courses and business/vocational courses were generally high; 5) students who took city-wide social studies and reading tests achieved overall passing rates of over 85 percent; and 6) participants' attendance rates were higher than the overall rate for mainstream students. The report concludes with recommendations for program improvement. (Author/MCL)

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FINAL EVALUATION REPORT

E.S.E.A. TITLE VII

Grant Number: G008006581

Project Number: 5001-56-17635

SARAH J. HALE HIGH SCHOOL

PROJECT BECOME:

1980-1981

Principal:
Bernard Wolinez

Director:
Alba Del Valle

Prepared by the
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OFFICE OF EDUCATIONAL EVALUATION
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UD 022 330

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PROJECT BECOME: BILINGUAL EDUCATION AT
SARAH J. HALE HIGH SCHOOL

Location:	345 Dean Street Brooklyn, New York
Total School Population:	2,650 students
Year of Operation:	1980-1981, first year of three-year funding cycle.
Target Languages:	Spanish, French/Creole
Proposed Target Population:	350
Principal:	Mr. Bernard Wolinez
Program Coordinator:	Ms. Alba Del Valle

OVERVIEW

Project Become is designed to provide instructional and supportive services to approximately 350 Hispanic and Haitian students. In addition to academic subjects offered in the native language (Spanish and French/Creole), students have the opportunity to take vocational or career-oriented courses, and may participate in a work-study program. The three major career areas offered are business education, cosmetology, and health careers. Students may opt to particiate in Project Enterprise, an industrial arts production project, and other pratical arts classes. They participate in music, art, and physical education classes with mainstream students. In addition to instructional services, students may be placed in work experience internships or after-school jobs. They also receive guidance counseling, grade advisement, and the services of the program's family assistants. The project director and curriculum/resource specialist provide additional support to students. Extracurricular activities, cultural activities and trips are also offered.

I. CONTEXT

SITE CHARACTERISTICS: THE SCHOOL

Project Become is housed in an older three-story stone building adjacent to Sarah J. Hale High School. The "west wing," separated by a parking lot from the main school building, is located at 500 Pacific Street near downtown Brooklyn. The main school building is a large three-story stone structure, approximately 50 years old. The west wing is somewhat newer, with cement and tile interior walls reminiscent of the factory which it once was.

Bilingual classes are offered in the west wing, although students generally have classes in the main building as well. As little time is allowed between classes, students must hurry from one building to another. Thus, bilingual social studies, science, and mathematics may be offered in the west wing, while E.S.L., English reading, Spanish, typing, cosmetology, art, and gym may be taken in the main building.

The program has offices and classrooms predominantly on one floor. Although classroom space is adequate, office and storage space is cramped into small rooms apparently not intended for such use. As a result, space for conferences, student study areas, and materials storage is limited. Classrooms were formed by adding walls within what had been an open space. These interior walls do not extend to the ceiling. As a result, sounds carry from one class to another, although usually not obtrusively. Street noises are sometimes loud, but not usually disruptive.

THE NEIGHBORHOOD CONTEXT

The immediate area is one characterized by complex processes of urban decay, change, and renovation. Located near a once thriving commercial zone, some areas are seriously deteriorated with many empty stores, decaying multi-story buildings and brownstones. In other areas, renovation is taking place, and numbers of middle income families are moving into the neighborhoods. On nearby Fulton Street, considerable efforts are being made to upgrade stores and shopping services in the area.

On the whole, the area is still one of old or aging brownstones, small factories, and struggling businesses. Because of its central location, the area is well served by public transportation.

The ethnic composition of the immediate area is largely black American, Hispanic, and Haitian, in that order. All of these groups are predominantly working class. To the west, along Atlantic Avenue, a sizeable Middle Eastern community is located. Students from these families are not represented in any numbers at Sarah J. Hale.

LANGUAGE USE IN THE COMMUNITY

The families of Haitian students tend to use Creole or French at home and with friends outside their homes. Spanish is spoken in the houses of Hispanics and in some small local businesses, but English generally prevails in the community (much of it black English). While bilingual students (especially Hispanics) tend to use their native language with their peers and in their classes, the neighborhood is not as a whole linguistically isolated.

HISTORY OF SERVICES TO LEP STUDENTS AT SARAH J. HALE

Sarah J. Hale High School is located near and serves one of the oldest Puerto Rican communities in New York City. According to the principal, E.S.L. classes were initiated ten years ago. Prior to the receipt of a five year Title VII grant in 1975-76, the school had initiated a pilot project under the mandate of the Aspira Consent Decree for materials development. The Title VII program, Project SABER, was an academic basic bilingual program serving Hispanic students. When the funding cycle ended, services were refocussed and expanded to include the growing Haitian population in the school, and offering to them and the Hispanics the opportunity to participate in the career, vocational, and job programs for which the school is well known. Project Become is funded for three years, running from 1980-81 through 1982-83.

II. STUDENT CHARACTERISTICS

STUDENT CHARACTERISTICS IN THE SCHOOL AS A WHOLE

The area served by Sarah J. Hale has experienced shifts in population, reflected in the student body. Small numbers of middle class white families are renovating homes in the area (although their children are not represented in the school's population). The percentage of Hispanics and Italians is decreasing, while the proportion of blacks (among whom the Haitians are counted) is rising. Although the Haitians are not tabulated separately, the program staff thinks their numbers are increasing. Table 1 presents a general breakdown of the population at Sarah J. Hale.

Table 1. Population changes at Sarah J. Hale High School, 1974/75-1980/81.

YEAR	% BLACK	% ORIENTAL	% PUERTO RICAN	% OTHER HISPANIC	% OTHER	TOTAL REGISTER
1974-75	45.9	0.1	40.5	3.7	9.7	2,223
1976-77	42.4	0.5	35.9	9.7	11.6	2,605
		ASIAN	HISPANIC		WHITE	
1978-79	56.2	1.0	36.6		6.2	2,589
1979-80	62.6	0.3	33.3		3.7	2,797
1980-81	62.9	0.5	33.5		3.1	2,650

Sources: School Profiles, 1974-75 and 1976-77; Office of Educational Statistics, Ethnic Surveys of October 31, 1978, 1979, and 1980.

As may be seen in Table 1, there have been some changes in the total school population at Sarah J. Hale High School since the fall of

1974. The overall population of Hispanics apparently peaked in 1976-77, and showed a rise in the number of non-Puerto Ricans with a corresponding decline in those of Puerto Rican descent. Since 1977, the proportion of Hispanics and whites has declined, while that of blacks (among whom the Haitians are included) has risen.

Of the students at Sarah J. Hale who are from other-than-English language backgrounds, most continue to be Hispanics. The estimated language background of Sarah J. Hale students is as follows:

Table 2. Home languages of students in the school as a whole (as of spring, 1981).

LANGUAGE	N	PERCENT OF TOTAL ENROLLMENT	APPROXIMATE NUMBER L.E.P.
Spanish	1,520	57	150
French/Creole	164	6	125
Arabic	10	Negligible	3

Source: Program records; Consent Decree Report, fall 1980.

As may be seen from Table 2, Project Become proposed to serve all those students identified as of limited English proficiency. The native Arabic speakers, however, can not be provided with native language instruction because of their small numbers. They receive intensive instruction in English as a second language and are served in mainstream classes.

Sex

In the school as a whole, approximately two-thirds of the students are girls, reflecting the school's history as a girls' vocational high school, specializing in cosmetology, health careers, and office skills. Boys were admitted seven years ago, and vocational offerings have been expanded. The school was designated as a comprehensive academic high school in 1976.

In the bilingual program, the balance of male and female students is somewhat more equal, although girls tend to outnumber boys in grades ten and twelve. Table 3 presents these data, as well as the total number of students served in each grade. Relatively little attrition of female students appears in the upper grades, while that for males is somewhat greater.

Table 3. Number and percentages of bilingual program students by sex and grade.

	SEX					
GRADE	MALE N	percent of grade	FEMALE N	percent of grade	TOTAL N	column total: percent of all students
9	27	53	24	47	51	28
10	20	34	38	66	58	32
11	18	49	19	51	37	21
12	12	34	23	66	35	19
TOTAL	77	42	104	58	181	100

PROGRAM STUDENTS: BACKGROUND CHARACTERISTICS

The breakdown of countries of origin of program students reflects the general shifts in population noted for the whole school. Table 4 presents information on the countries of origin reported for program students.

Table 4. Number of Project Become students by language and country of birth.

LANGUAGE	COUNTRY OF BIRTH	NUMBER	PERCENT
Spanish		132	73
	Puerto Rico	59	
	Dominican Republic	23	
	Colombia	13	
	Panama	13	
	Ecuador	10	
	Guatemala	7	
	Chile	2	
	Mexico	2	
	Costa Rica	1	
	El Salvador	1	
	Portugal (sic)	1	
Haitian Creole		49	27
	Haiti	49	
TOTAL		181	

Source: Individual student data capture forms submitted by Project Become.

As may be seen from the table, 73 percent of the students for whom data forms were submitted were Hispanic. Of these 132 students, 59 (45 percent) are Puerto Ricans. Students from the Dominican Republic constitute about 17 percent of the Hispanics. Students from Central American countries make up 3.4 percent of the Spanish-speaking students, forming the second largest group among them. Thus, while Puerto Ricans

still form the largest single group of Hispanics served, they no longer constitute the majority of program students.

These differing proportions of nationalities represented may have implications for the program in the future. While Puerto Rican immigrants have some exposure to English, students from other countries are less likely to have had this experience. Similarly, the benefits of public education are not equally accessible to all students in Central American and Caribbean countries, resulting in immigrant populations with varied levels of educational preparation. Processes of social upheaval and economic hardship often affect families of different social strata differentially, resulting in emigrants of different educational, social, and economic characteristics. As a result, the program will probably continue to experience students with diverse backgrounds and needs.

Educational Backgrounds of Program Students

According to the project director, most of the Hispanic students have fairly well-developed literacy skills in their first language. There is some variability to be expected, however; a small number of Hispanics have more limited educational experiences than their peers.

The Haitian students span a range of educational backgrounds. Most commonly, the native language of Haitian students of all socio-economic levels is Haitian Creole. French may also be learned at home, but is generally acquired in school. It is the language of literacy in Haiti, but as not all Haitians have equal access to education, their levels of proficiency in French vary. According to the Haitian grade advisor,

about 15 percent of participating Haitians have had rich educational experiences, including exposure to Greek, Latin, Spanish and/or English, in addition to French. About half of the students have basic skills in French, while about 35 percent have had poor educational experiences. Four or five students are functionally illiterate. Providing instruction to students with such diverse linguistic and academic needs is a challenge to program staff.

Age

While specific documentation is lacking as to the reasons why, many program students are overage for their grade. Possible causes may include limited access to education in the native country (because of geographic or economic constraints), or disruption of education due to social unrest or the dislocations of the migration process. Table 5 presents the students served in Project Become by age and grade.

Table 5. Number of Project Become students by age and grade.

AGE	GRADE 9	GRADE 10	GRADE 11	GRADE 12	TOTAL
15	19				19
16	14	15	2		31
17	10	18	8	3	39
18	5	12	15	9	41
19	1	7	6	12	26
20	1	4	6	3	14
21		1		6	7
22		1		2	3
TOTAL	50	58	37	35	180
OVERAGE STUDENTS NUMBER	31	43	27	23	124
PERCENT	62	74	73	66	69

As may be seen, 69 percent of all the students who were reported were overage for their grade. The percentage of older students ranged from 62 in grade nine to 74 in grade ten. According to the data submitted by the project for analysis, students as old as 22 were being served. This would tend to support the program's efforts at job preparation, counseling, and support services. One might suspect that overage young men would experience some pressure at home to go to work (a hypothesis supported by the tendency for the number of male students to decline as their grade level increases).

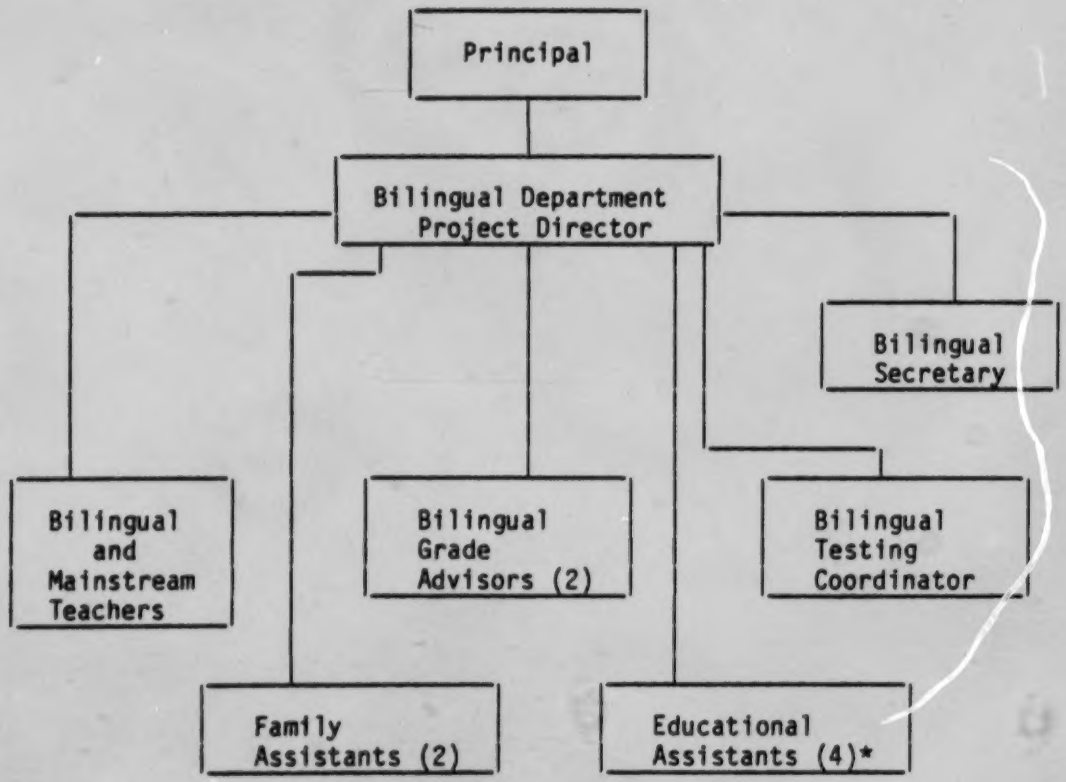
The pattern of older students (some of whom have had disrupted or incomplete educational histories) also suggests that some students may experience cognitive difficulties in high school and require (but do not necessarily receive) instruction geared to their needs.

III. PROGRAM DESCRIPTION

PROGRAM ORGANIZATION AND PERSONNEL

The bilingual program at Sarah J. Hale functions as a unified department. The program coordinator has responsibility for all administration and supervision, including instructional, training, personnel, and fiscal matters, reporting directly to the school principal. The Project Become staff also includes two grade advisors (one for each language group), the bilingual test and curriculum coordinator, four education assistants, two family assistants, and classroom teachers funded under various sources.

Chart 1. Organizational and staff chart of Project Become.



*one worked 1/2 year.

The project director has responsibility for program administration and supervision, including instructional, training, personnel, fiscal, and evaluation matters. She works closely with the grade advisors, who have responsibility not only for grade advisement but for informal personal counseling, for organizing student activities outside the classroom, and for other support activities. These include following up on absences, contact with families, coordination with the family assistants, record keeping, and other assistance offered to students as the need arises. The grade advisor for the Hispanic students also teaches two social studies classes in addition to his other responsibilities.

The Haitian grade advisor has many areas of responsibility. Because of the limited availability of staff serving these students, he not only serves as grade advisor, but obtains, develops, and adapts curriculum materials; he also has teaching responsibilities for sections of French reading, world history, and general science (offered in French).

Curriculum development in Spanish and test coordination are the responsibility of an experienced staff member, who also teaches two science courses in Spanish.

Supporting instruction in the classrooms are four educational assistants (three Spanish- and one French-speaking). Two family assistants (one Spanish- and one French-speaking) assist the educational advisors in making contacts with students' families and following up on any problems, personal or academic, which may arise.

The program's bilingual secretary carries more responsibility than her title implies. She organizes and facilitates the functioning

of many program activities, including record keeping and clerical tasks which support the project director's work.

The bilingual students are served by approximately eleven bilingual and mainstream teachers who offer English, native language, and content-area instruction (please see section IV, Instructional Component, for a discussion of course offerings and instructional options).

FUNDING OF THE BILINGUAL PROGRAM

The bilingual program at Sarah J. Hale High School is supported by funds from tax levy, E.S.E.A. Title I, and E.S.E.A. Title VII. Given the variety of tasks and limited staff, staff responsibilities are complex, making charting of funding sources and program components difficult. Tabular presentations of staffing and funding patterns follow for Hispanic and Haitian students.

Table 6. Funding and staffing of instructional services to both Hispanics and Haitians, spring 1980.

(.2 = one class; maximum can be 1.4)

AREA	FUNDING SOURCE(S)	NUMBERS OF PERSONNEL TEACHERS	PARAPROFESSIONALS
E.S.L.	Title I	2	2
Reading (Eng.)	Tax Levy	.4, .2	
Typing	Tax Levy	.2, .4	4*
Cosmetology	Tax Levy	.4	

*Four bilingual education assistants have responsibilities in the above subject areas. They are paid by Title VII.

As may be seen from Table 6, many teachers serve bilingual students part time, teaching one or two bilingual classes in addition to other, mainstream classes.

Table 7 provides information on the funding and staffing of courses in which the medium of instruction is Spanish (native language and content-area instruction). Because services are generally provided by teachers who may serve Hispanic students for only a part of their time, fractions represent the amount of time devoted to each particular subject area. Thus, a possible "score" may range from .2 (one subject) to 1.0 (five subjects).

Table 7. Funding and staffing of instructional services provided for Hispanic students, spring 1981.

AREA	FUNDING SOURCE(S)	NUMBERS OF PERSONNEL TEACHERS	PARAPROFESSIONALS
Spanish	Tax Levy	.2	
Mathematics	Tax Levy	1, .2, .4	
Social Studies*	Title VII	.4	3**
Science*	Title VII	.2, .2	

*These are ancillary instructional services performed by the testing coordinator and the Spanish grade advisor.

**Three education assistants have responsibilities in various subject areas including English reading (see Table 6).

Table 8 presents the staff members providing courses to Haitian students (in which French and Haitian Creole are the languages of instruction).

Table 8. Funding and staffing of instructional services to Haitian students, spring 1980. (.2 = one class)

AREA	FUNDING SOURCE(S)	NUMBERS OF PERSONNEL TEACHERS	PARAPROFESSIONALS
French	Tax Levy	.6	
Mathematics	Tax Levy	.2 & .4 & .4	
Social Studies*	Title VII	.4	1**
Science*	Title VII	.2	

*These are ancillary instructional services performed by the Haitian grade advisor.

**The one Haitian education assistant works in two of the above subject areas (he also assists in an English reading class).

Funding for the non-instructional components of the program is presented in Table 9. The table combines those staff members providing services to Haitian and Hispanic students.

Table 9. Funding of the non-instructional components of Project Become: services to Hispanics and Haitians.

ACTIVITY	FUNDING SOURCE(S)	PERSONNEL
Administration and Supervision	Title VII	Project director Testing coordinator (Spanish) Bilingual secretary
Curriculum Development	Title VII	Testing coordinator (same as above) Bilingual grade advisor (Haitian)
Supportive Service (counseling and advising)	Title VII Tax Levy	Bilingual grade advisor (Spanish) Testing coordinator (same as above) Bilingual grade advisor (Haitian, same as above)
Staff Development		was coordinated by project director
Parental and Community Involvement	Title VII	Family assistants - 2 (1 Hispanic, 1 Haitian)

The program is fortunate in having grade advisors, family assistants, and education assistants to serve both Hispanic and Haitian students and to communicate with their parents in their native language.

STAFF CHARACTERISTICS

Many members of the staff of Project Become have had a good deal of experience in bilingual education, and have taught in Sarah J. Hale High School for a number of years. The Hispanic staff members have generally taught four years or more in the program. Mainstream teachers serving bilingual students have had extensive experience in their areas of specialization (E.S.L., stenography, typing, and cosme-

tology) prior to their collaboration with the program. Both the Haitian grade advisor/subjects teacher and the Haitian educational assistant were new to teaching in 1980-81. The Hispanic educational assistants have had a great deal of experience in teaching.

As Table 10 indicates, all the teachers serving bilingual students have at least the master's degree, and the bilingual mathematics teacher has earned a doctorate. With the exception of the teachers of English, E.S.L., and the career classes, the bilingual staff members are native speakers of either Spanish or French/Creole. All are certified to teach in New York City public high schools. As a new teacher, the Haitian grade advisor held a French per diem license. With the exception of the reading teacher (an experienced teacher licensed in German, French, and Spanish), the teachers are working within their areas of certification.

Two of the educational assistants already have bachelor's degrees. The other two educational assistants and the family assistants have at least 60 college credits, while the bilingual secretary has an associate's degree and extensive additional college credits. All who do not have bachelor's degrees are now taking courses toward their completion.

Table 10. Staff characteristics: professional and paraprofessional staff.

POSITION	% TIME SPENT IN FUNCTION	DATE HIRED	EDUCATION	LICENSE(S)	YEARS OF EXPERIENCE (MONOLINGUAL	YEARS OF EXPERIENCE (BILINGUAL)
Project Director	100	9/75	B.A. English M.A. English Professional Diploma Administration and Supervision	N.Y.C. English Day H.S. N.Y.C. N.Y.S.	13	6
Curriculum Specialist/ Bilingual Science	60 40	9/77 9/77	B.A. Spanish M.A. Bilingual Ed.	N.Y.C. Spanish Day H.S. N.Y.C.	4	4
Grade Advisor/ Bilingual Social Studies	60 40	9/76 9/76	B.A. Social Studies M.A. Bilingual Ed.	N.Y.C. Bilingual Social Studies N.Y.C. Day H.S.	5	5
Math Teacher Bilingual	100	9/75	B.A., M.A., Ph.D. M.S.	N.Y.C. Math Bilingual Day H.S. (Cuba)	6	6
French Subjects Teacher/Grade Advisor	60 40	9/80	B.A., M.A.	N.Y.C. French Per Diem	1	1
Spanish Language Teacher	100	9/80	B.A., M.A.	N.Y.C. Spanish Day H.S.	3	3
Reading Teacher	100	9/80	B.A., M.A.	N.Y.C. German, French, Spanish D.H.S.	6	6
E.S.L. Teacher	100	9/70	B.A., M.A.	N.Y.C. E.S.L. Day H.S.	10	10
Stenography and Typing Teacher	40	9/80	B.A., M.A.	N.Y.C. Stenography and Typing Day H.S.	10	10
Typing Teacher	40	9/80	B.A., M.A.	N.Y.C. Stenography and Typing Day. H.S.	16	1
Cosmetology	40	9/80	B.A., M.A.	N.Y.C. Cosmetology Day H.S.	5	1

Table 10.
(continued)

POSITION	% TIME SPENT IN FUNCTION	DATE HIRED	EDUCATION	TOTAL YEARS OF EXPERIENCE
Educational Assistant				
(1)	100	1973	B.A.	8
(2)	100	1968	60 College Credits	13
(3)	100	1969	75 College Credits	12
(4)	100	1981	B.A.	1
Family Assistant				
(1)	100	1976	60 College Credits	5
(2)	100	1981	75 College Credits	1
Bilingual Secretary	100	1975	A.S. and 80 College Credits	6

IV. INSTRUCTIONAL COMPONENT

Project Become offers instructional services to Hispanic and Haitian students in two basic tracks. The academic track for both language groups consists of content-area classes in mathematics, science, and social studies, as well as English as a second language and Spanish/French language arts. Students may opt for an alternative vocational track which will prepare them to qualify for the vocational career areas offered at Sarah J. Hale -- business education, cosmetology, and health assistance. The first two years of a student's program focus on development of the native language, intensive English instruction, content-area instruction required for graduation, and physical education. Students in the career track are also gradually introduced to the career area of their choice.

In 1980-81, all ninth-grade students took personal typing as part of the one semester requirement in practical arts. (All students must take at least one semester in the practical arts before graduating.)

In the third and fourth years, career students will have three and four periods of career instruction daily, plus an afternoon internship or job placement. Students in the academic track will take four years of English, social studies, French or Spanish language arts (or literature), and three and four years of science or mathematics. Physical education is taken for four years, while art, music, and other electives may be taken in the senior year.

Project Become students have the option to transfer between "tracks" if they choose to do so.

PLACEMENT AND PROGRAMMING

Students are personally interviewed by the project director and/or grade advisor at intake, and meet each term thereafter with their advisor to discuss their programs and any other matters which may arise. Each teacher also does his or her own assessment of each student, and makes an effort to see each new student prior to admittal. Staff members share their assessments and insights, as well as review academic records, LAB and other test scores when accepting and placing students.

Instructional programs are designed within a track to meet individual needs. Programming done by the grade advisors (and with assistance from the resource teacher) considers each student's competence in English and the native language, the student's past educational record, and his or her academic and vocational plans and needs. As a result, programs are individualized within the overall structure of the program. Sample programs follow, indicating the general sequence of a student's program over his or her high school career.

Table 11. Typical student programs for academic and career tracks.

ACADEMIC TRACK

	FRENCH CREOLE (TRACK B)	SPANISH (TRACK E)
9th		
G	2 Periods E.S.L. (Basic)	2 Periods E.S.L. (Basic)
R	1 Period E.S.L. Reading	1 Period E.S.L. Reading
A	1 Period Social Studies	1 Period Social Studies
D	(Caribbean History or World	(Caribbean History)
E	History)	
	1 Period Math (General or Algebra)	1 Period Math (General or Algebra)
	1 Period Language Arts	1 Period Language Arts
	1 Period Physical Education	1 Period Physical Education
10th		
G	1 Period E.S.L. (Intermediate)	1 Period E.S.L. (Intermediate)
R	1 Period E.S.L. - Reading	1 Period Reading (Corrective)
A	1 Period Social Studies	1 Period Social Studies (LAH)
D	(Haitian History)	
E	1 Period Language Arts	1 Period Language Arts
	1 Period Math	1 Period Math
	1 Period Physical Education	1 Period Physical Education
11th		
G	1 Period E.S.L. (Adv. or Trans.)	1 Period E.S.L. (Adv. or Trans.)
R	1 Period E.S.L. Reading	1 Period Reading
A	1 Period Social Studies	1 Period Social Studies
D	(American History)	(American History)
E	1 Period Math	1 Period Math
	1 Period Biology	1 Period Biology
	1 Period Language Arts	1 Period Language Arts
	1 Period Physical Education	1 Period Physical Education
12th		
G	1 Period Regular English	1 Period Regular English
R	1 Period Corrective or	1 Period Corrective or
A	Remedial English	Remedial English
D	1 Period Social Studies	1 Period Social Studies
E	(Economics and Elective)	(Economics and Elective)
	1 Period Science or Math	1 Period Science or Math
	(Elective)	(Elective)
	1 Period French Literature	1 Period Spanish Literature
	1 Period Art (Art/Music)	1 Period (Art/Music)
	1 Period Hygiene and Physical Ed.	1 Period Hygiene and Physical Ed.

CAREER TRACK

FRENCH/CREOLE (TRACK A)	SPANISH (TRACK D)
9th G 2 Periods E.S.L. (Basic) R 1 Period Social Studies A 1 Period Math (General or Algebra) D 1 Period Language Arts (French) E 1 Period Physical Education 1 Period Introduction to Careers	2 Periods E.S.L. (Basic) 1 Period Social Studies 1 Period Math (Gerenal or Algebra) 1 Period Language Arts (Spanish) 1 Period Physical Education 1 Period Introduction to Careers
10th G 1 Perod E.S.L. (Intermediate) R 1 Period Social Studies A 1 Period Math D 1 Period General Science E 1 Period Language Arts 2 Periods Career	1 Period E.S.L. (Intermediate) 1 Period Social Studies 1 Period Math 1 Period General Science 1 Period Language Arts 2 Periods Career
Transitional Year	
11th G 1 Period E.S.L.T. (Transitional) or R Regular English A 1 Period Social Studies D 1 Period General Biology E 1 Period Language Arts 3 Periods of Career Choice	1 Period E.S.L.T. (Transitional) Regular English 1 Period Social Studies 1 Period General Biology 1 Period Language Arts 3 Periods of Career Choice
Afternoon internship or placement	Afternoon internship or placement
12th G 1 Period of English R 1 Period Art and Music A 1 Period Health Education D 4 Periods Career Choice E	1 Period of English 1 Period Art and Music 1 Period Health Education 4 Periods Career Choice

ENGLISH INSTRUCTION

In both vocational and academic areas, students are exposed to multiple periods of English as a second language (E.S.L.). A "beginning" student will receive two periods of E.S.L. every day. In addition, students in the academic track receive a daily period of English reading instruction. As English proficiency increases to the intermediate and advanced levels, the number of E.S.L. classes is reduced to one period a day (plus the additional reading class). Students in the academic track (who may be taking most of their subject-area instruction in the native language) continue to receive double periods of English instruction everyday: a daily period of English reading, corrective English or regular English, depending on their level of proficiency, with or without E.S.L.

According to the project director, all program students were still enrolled in E.S.L. classes at the end of 1980-81, the first year of the project. Classes in E.S.L. span four levels of difficulty, ranging from basic to transitional. More advanced students may be placed in other English classes as well, as has been indicated previously. Placement is made according to ability, although, according to one of the E.S.L. teachers, conflicts in scheduling occasionally arise between bilingual classes and English classes. In an intermediate level E.S.L. class, for example, some students demonstrated a relatively high degree of oral proficiency in English, while other newly admitted students apparently had no knowledge of English (these were learning color terms in English with the assistance of an educational assistant). It also appeared that scheduling had resulted in E.S.L. classes predominantly composed of Haitians or Hispanics.

One E.S.L. teacher expressed the need for basic native language skills development for a group of about twelve students. He also felt that "borderline" students with poorly developed skills in their native language would benefit from intensive assistance which would support their acquisition of English.

About 120 students were reported by the coordinator as being enrolled in bilingual reading courses in addition to E.S.L. instruction. These classes were taught by mainstream teachers for bilingual program students -- two classes for Hispanics and one for Haitian students. The reading classes are taught in English with the assistance of a Spanish- or French-speaking educational assistant. According to the English teacher who works primarily with the Hispanics, classroom lessons focus on English structure, reading, and writing. Each class contained a diversity of ability levels. According to the teacher interviewed by the evaluator, if students in her class had been given a standardized test of proficiency in reading in English, they would have tested from "grades two to eight." None would have been able to take the Regents Competency Test, she felt, and most had difficulties in speaking English.

Students were grouped for instruction in her classes into two or three groups on the basis of proficiency. She encouraged discussion groups, describing them as "lively and noisy...but it works. Most make good progress." The teacher noted that although both follow New York State curricula, there is no formal coordination between E.S.L. and English classes serving bilingual students. The two do try to use complementary approaches and may exchange information informally. In

response to a felt need for a more coordinated approach, one of the E.S.L. teachers had met with a Title I representative from the central Board of Education and was trying to organize a joint meeting with the representative from Title I along with members of the E.S.L., English, bilingual, and guidance staffs to encourage communication and coordination between them.

Table 12 presents a summary of the classes offered to bilingual students in English as a second language and English reading.

Table 12. Instruction in English as a second language and English reading.

COURSE TITLE AND LEVEL	NUMBER OF CLASSES	AVERAGE CLASS REGISTER	CLASS PERIODS PER WEEK	DESCRIPTION
E.S.L. 1	2	25	10	Beginning level
E.S.L. 2	4	25	5	Intermediate level
E.S.L. 3	2	25	5	Advanced level
English				
Reading (AER)	1	30	5	Bilingual Reading-
Reading (AEC)	2	30	5	continuation of
Reading (AERF)	1	30	5	E.S.L.

INSTRUCTION IN THE SPANISH/FRENCH LANGUAGE

For cultural enrichment and enhancement of their cultural self-esteem, program students have one period of instruction each day in their native language and culture. Instruction also serves to strengthen linguistic and cognitive skills as a basis for mastery of English.

Placement for instruction in the student's native language (Spanish or French) is based on each student's ability level. Native language instruction is offered on four levels ranging from basic skills and grammar (level 1) to college level literature (level 4), a course covering major Spanish/French writers and poets. These classes also briefly cover the history, geography, and cultures of program students. One class is offered at each level every term. Classes meet five periods per week, and have an average register of 25 to 30 students per class.

In the Spanish courses, teachers have extensive teacher-made and purchased materials. French courses use Le Francais, as well as novels and stories, but materials in French are still lacking.

A list of available texts for E.S.L., Spanish, and French appears as Table 13.

Table 13. Texts and materials for use in E.S.L., French, and Spanish classes.

E.S.L. Textbooks	Spanish Textbooks
Lado English Series	A First Course in Spanish
Readers Digest Readers	A Second Course in Spanish
English 900 Series	Review Textbook in Third Year Spanish
American English in Twenty Lessons	Cuentos y Mas Cuentos
Learning American English	Primer Libro
Selections for Developing English Language Skills	Segundo Libro
Webster's New World Dictionary of the American Language	A.L.M. Spanish
Webster's Spanish-English Dictionary	Espanol Comencemos
Family Life in the U.S.A.	Espanol Sigamos
How We Live	Sol y Sombra
Your Family and Your Job	Literatura Hispanoamericana
People Speak	Diccionario Larousse Ilustrado
Scenes of America	
Ya Escribimos	
French Textbooks	
Le Francais 1, 2, 3	

To sustain and develop the cognitive skills of participating students, they are offered instruction in the basic content areas (social studies, mathematics, and science) in their native language while they are acquiring proficiency in English. It is expected that by their third year in the program they will be able to participate in content-area courses taught in English, will be able to study from English textbooks, and/or will be able to hold a job in an environment where English is spoken. At the end of their third year in the program, participating students will have the option of taking their regents and city-wide examinations in either their native language or English.

CONTENT-AREA INSTRUCTION

In the subject areas, students are offered bilingual courses equivalent to those given in mainstream classes. These courses cover all the topics required by the state and city. The bilingual teachers provide the students with English vocabulary and concepts which will be needed if the students transfer to mainstream classes.

The subject-area courses which were observed were generally taught in the native language, although the use of language (for instruction) was adapted to the different needs of Haitian and Hispanic students. Courses in science, mathematics, and social studies were offered to Hispanic students in Spanish, although English terms were introduced, and books in English were sometimes used along with Spanish texts.

Courses Offered In Spanish

The classes observed in Spanish -- geometry, general science, biology, and American studies -- were taught by experienced teachers. The students were disciplined and attentive, and participated in a variety of ways. Students presented and commented on reports given in general science. In American studies, the teacher facilitated a lively discussion on the role of government in society, comparing systems of government with which the students were familiar. In other classes, responses were elicited by the teachers.

Bilingual staff members drew upon and developed the students' knowledge of their native countries and cultures in both social studies and science classes; student responses were consistently positive.

Mathematics is emphasized in the Spanish component of the program, which offers remedial and fundamental math classes, as well as algebra (1, 2, and 3) and geometry. The first two courses can be repeated as many times as needed. Special help is also offered by the Hispanic mathematics teacher for advanced students or those needing help.

General science and biology are offered in Spanish, to meet the four term graduation requirement in science. In social studies, Caribbean history, American studies, American history, and economics are offered, to be taken by Hispanic students in grades nine, ten, eleven, and twelve, respectively.

Subject-Area Classes Taught In French/Haitian Creole

In subject-area classes offered to the Haitians, the use of language for instruction was more complex, responding to the different linguistic characteristics and abilities of the students. In classes observed, more advanced students were taught in French, with concepts introduced in English, and books and materials also in English. For those students with poorly developed French skills, instruction was carried on largely in Creole and French, with materials in English. For this group especially, linguistically appropriate materals were in short supply. The use of three languages for instruction and the shortage of materials suggest that this is an area which would profit from planning and materials development (see recommendations).

All French subject-area courses were given in two groups in one large classroom, with the teacher and educational assistant each providing instruction. In the world history class which was observed,

about 30 students in grades nine and ten were divided by academic achievement and linguistic characteristics. Eighteen more advanced students were studying the Soviet governmental system in comparison with that of the United States, while approximately twelve students with limited cognitive skills were studying concepts of climate and map skills.

Teacher-directed instruction was provided simultaneously to both groups, with the teacher working with the advanced group and the educational assistant teaching the basic group. The number of students (sitting back-to-back) and dual instruction created a good deal of noise and the impression of disorganization, although most students were attentive. While the "basic" group was quietly attentive, the advanced group contained a core of articulate and active participants. Others, toward the back of the group, appeared distracted.

Overall, the classroom observation and subsequent interviews with the Haitian staff suggest that content-area instruction for Haitians suffered from a lack of resources -- personnel, materials, and space. Given the limited staff, the range of course offerings was necessarily restricted. Haitians were offered American studies, world history, and general science in the spring of 1981 -- all taught by the same staff. This appears to be a problem not easily resolved with the current funding structure, but may be ameliorated to some degree through individualized materials development (see recommendations).

The problem of language use is an especially complicated one for these students, but is one which needs to be adddressed to facilitate a systematic use of the three languages -- Creole, French, and English --

to facilitate both cognitive development and the students' growth in their competence in English.

Table 14 presents a summary of the bilingual courses offered in the spring term of 1981, by language group. All met every day for one period. The curricula in use corresponded to those used in mainstream classes. Table 15, following, presents a list of texts in use in bilingual subject-area classes.

Table 14. Bilingual instruction in content area, by language*, spring, 1981.

COURSE TITLE	LANGUAGE(S) OF INSTRUCTION	CRITERIA FOR SELECTION OF STUDENTS	TYPE OF CREDIT**
American Studies	French	LAB; Teacher	CW
World History	French	recommendation;	GRAD.
General Science	French	J.H.S. recom-	GRAD.
General Science	Spanish	mendations;	GRAD.
Caribbean History	Spanish	guidance	GRAD.
Intermediate Algebra	Spanish	referral;	R
Remedial Math	Spanish	new arrival	GRAD.
Pre- Algebra	Spanish	into country	R
Geometry	Spanish		R
Remedial Math	Spanish		GRAD.
American Studies	Spanish		CW
Latin American History	Spanish		GRAD.

NOTE: *The average register in each class was 30 students. Spanish was used in instruction 100 percent of the time; classes for Haitians were primarily taught in French, with Creole being used up to half of class time for basic students. English was used about 5 percent of the time for both groups.

**GRAD. = Graduation Credit
CW = Citywide
R = Regents

Table 15. Textbooks in use in bilingual content-area classes by language.

SUBJECT AREA	SPANISH	ENGLISH	FRENCH
Mathematics	Matemáticas Modernas Repaso Matemático Bilingüe Algebra Moderna Geometría y Triogonometría Aritmética-Teórico Practica	Refresher Mathematics	Multimath - French
Science	Biología Ciencia Introducción a las Ciencias Biológicas La Tierra y Sus Recursos	Modern Biology Everyday Problems in Science	
Social Studies	Geografía de América Historia de América Viajemos por América Curso de Historia de América Economía Para Todos El Mundo Iberoamericano El Viejo Mundo y Sus Pueblos Descubrimiento, Conquista y Colonización de Puerto Rico	The Rise of the American Nation Our World Through the Ages China, Japan, India Minorities in U.S.A.	Matins Caraibes Histoire De La Literature Haitienne Histoire Des Etats - Unis L'Espace Haitien

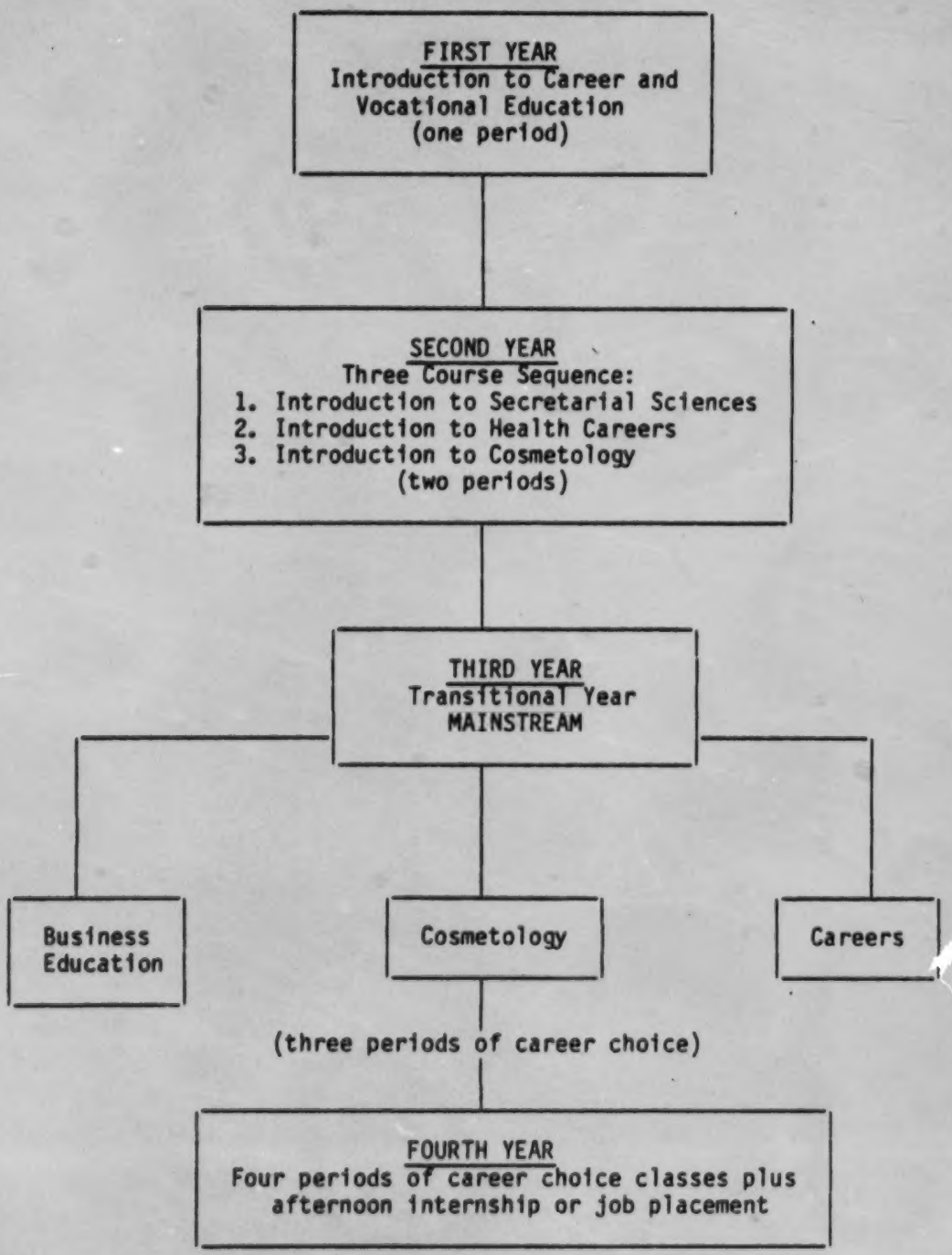
CAREER CLASSES

As the student programs indicate, students may elect to follow a career sequence in one of three areas: health careers, business education, and cosmetology. Those taking a career option may take courses according to a general schema, starting with introductory classes and culminating in intensive work experiences. Chart 2 presents the process in graphic form.

Prior to September, 1981, bilingual students were unable to participate fully in the range of career options which is one of the attractions of the instructional program at Sarah J. Hale. Each sequence is designed to lead to a license or a job, and the internship program is an important aspect of the career sequence. Nine courses are offered in the health career sequence, ranging from basic nutrition to hospital practice to applied chemistry. Field work is provided in day care centers, hospitals, and medical offices. Cosmetology is an especially popular program among program and non-program students alike. Eleven courses are offered in this area, leading to a unisex or cosmetology license at the completion of the program. The department of business education offers 21 courses to prepare students for careers in offices and other business occupations. Course offerings include typing, stenography, bookkeeping, everyday law, consumer education, and data processing, among others.

During 1980-81, about 25 Project Become Hispanic students had selected the academic sequence, while the remaining Hispanic students were, according to the project director, about equally divided between the business and cosmetology sequences. Males generally chose business education, while cosmetology students were all females. About six students

Chart 2. Sequence of experiences of students in the career track of Project Become.



chose health careers as their area of specialization. The Haitian grade advisor indicated that about 75 percent of the Haitian males had chosen the academic track, and about 60 percent of the females. The remaining females were largely in the cosmetology sequence.

In the opinion of project staff, the career options (particularly business and cosmetology) have been enthusiastically received by the students.

Exposure to instruction in English was designed to be gradual through the career sequence. In the ninth and tenth grades, students may take one or two career courses taught by a monolingual English-speaking teacher assisted by a Spanish-speaking educational assistant. By the third and fourth years, Project Become students will participate in mainstream career classes conducted in English.

During 1980-81, all the ninth graders took personal typing. This not only served as an introduction to the career sequence as well as fulfilled a one-course requirement in the practical arts. The class was taught in English by a highly experienced mainstream teacher who expressed great satisfaction with the students, praising their seriousness and discipline. The teacher, working with a Spanish-speaking educational assistant, not only taught typing and business skills but spent considerable class time discussing vocabulary and correcting students' pronunciation as the need arose. Students were called upon to read their work aloud, and the teacher introduced important English concepts in context. The class offered a solid combination of instruction, practice, and feedback. The teacher described the educational assistant as devoted, involved, and

very effective. She circulated among the students, stopping to correct work, clarify instructions, and reassure students who appeared to be orderly, serious, and attentive. Table 17 presents the textbooks for use in bilingual career classes.

OTHER MAINSTREAM CLASSES

In order to expose students to a variety of educational experiences and to facilitate their integration with their English-dominant peers, Project Become students, regardless of "track," are exposed to some of the practical arts at Sarah J. Hale. Students in grades eleven and twelve could take practical arts courses as electives, including child care, metal shop, or printing. About half of all program students took a practical arts course in 1980-81. Students were also enrolled in mainstream fine arts, music, gym, and hygiene classes.

The numbers of students taking career and other mainstream classes are reported in Table 16.

Table 16. Mainstream classes in which program students are enrolled.

SUBJECT	NUMBER OF STUDENTS	CRITERIA FOR SELECTION
Stenography (Bil.) Typing (Bil.) Cosmetology (Bil.)	30 60 30	Student option (Classes for Project Become students)
Practical Arts (Vocational, Career Shops, etc.)	About half	Required
Fine Arts (Music, Arts)	50	Required
Economics/American Studies	10	Course not given in native language

All classes met for five periods per week with the exception of cosmetology, which met for a double period each day. All students were enrolled in either physical education or hygiene classes, which are now to be given every other semester (because of overcrowding), or will be offered four days a week.

Table 17. Textbooks for use in bilingual career classes, by subject area.

Cosmetology Textbooks

El Arte de los Peinados Modernos
El Arte Modernos Del Planchado de Pelo
La Permanente Fria
La Manicura Moderna
Repaso de los Examenes de la Junta Estatal de Cosmetologos
Standard Textbook of Cosmetology
Van Dean Manual

Textbooks for Health Careers

Child Growth and Development
A Textbook for Nursing Assistants
Nursing Procedures for the Practical Nurse
Body Structure and Functions
Simplified Nursing
Pediatrics for the Practical Nurse
You and Your Food
Food Service Careers

Textbooks for Business Education

Práctica de Máquinas de Oficina
Mecanografía I
Taquigrafía Gregg I
Transcripciones Gregg
Diccionario Gregg
New Methods of Filing
Office Practice Workbook

V. NON-INSTRUCTIONAL COMPONENTS

The following sections describe the non-instructional components of Project Become: staff development activities, curriculum development, support services to students, extracurricular activities, and parental involvement.

STAFF DEVELOPMENT

Activities designed to upgrade the skills and knowledge of program staff were carried out both in and outside of school. Although the consultant position proposed for staff development was cut, the following activities took place:

Pre-Service Orientation

At the beginning of each semester, an orientation session was provided for all Project Become staff, including tax levy teachers and Title VII personnel. Speakers included the school principal, assistant principal, and the project director.

Departmental Meetings

Meetings were held monthly and were attended by all bilingual staff members (as above). These dealt with administrative matters, and presentations on topics of interest were made. Presentations were made primarily by the project director and also the Hispanic grade advisor, and included the following topics: mastery learning, discipline, holding power, improving student achievement, and relations with parents.

Workshops

Workshops were offered once a month in school to provide in-depth information to program staff members. Given by university professors from Long Island and Fordham Universities, topics covered included the concept of culture, ethnic backgrounds, and how the bilingual child learns.

The project director, grade advisor, and testing/curriculum coordinator also attended workshops given once a term at the New York City Board of Education and/or the Office of Bilingual Education.

Demonstration Lessons

These were offered by the testing/curriculum coordinator as they were requested or needed by teachers in both mainstream and bilingual classes. The lessons focussed on science experiments, including volcanoes, the frog, the flower, the planets, and the human body.

University Courses

Many staff members are enrolled for professional development in courses at local universities. The testing/curriculum coordinator took courses at Long Island University towards a master's degree in bilingual education. The Hispanic grade advisor was working towards certification in administration and supervision at Fordham University. Paraprofessionals were enrolled in courses in the fall and the family assistants took courses in the spring. All were working towards the bachelor's degree in education. The bilingual program secretary was enrolled at Lehman college in courses leading towards the bachelor's degree.

The Haitian grade advisor was not enrolled in courses paid for by Title VII, although he was working on a doctoral dissertation during 1980-81. It is to be hoped that new program teachers like him will be encouraged to develop their knowledge of bilingual education and their teaching skills in the content areas (see recommendations).

CURRICULUM AND MATERIAL DEVELOPMENT

During 1980-81, curricula or materials were developed in Spanish in the following areas: ninth-year mathematics, intermediate algebra, general science, general biology, American studies, and economics. These were adaptations of Board of Education curricula, and are in accordance with the guidelines set by New York State.

In addition to curricula and materials developed and adapted by the staff, Project Become has used materials from other Title VII E.S.E.A. programs, and from the State Education Department.

In the Haitian component, the staff member who serves as curriculum developer and grade advisor noted an "acute" lack of books and materials. This is to some degree a product of the fact that this was the first year of services for Haitians, and materials which reflect and respond to their linguistic needs are not readily available. While French texts may be found, texts and materials for Haitians with limited French skills are not generally available, except from other Title VII projects serving similar populations. Unfortunately as distribution of Title VII-developed materials has never been well articulated, contacts between projects are usually developed informally (see recommendations). The Haitian grade advisor had spent considerable time attempting to locate texts and materials,

while fulfilling advising and teaching responsibilities. Clearly, his ability to resolve the shortage of materials was limited. He was able to translate and adapt curricula from English to French in the areas of general science and history. As the list of courses and books indicate, offerings to Haitian students were restricted, both by the size of the target population and by the limited staff. The grade advisor mentioned the special needs of the small group of Haitians (probably numbering about five), who have very limited literacy skills, and for whom French textbooks were inappropriate. He felt that a special intensive tutoring program on a pull-out basis would be more appropriate for them (see recommendations). Designing an instructional program for them is especially difficult, as they must make the transition to English without the benefit of good literacy skills in their native language (in this case, their second language). Generally, he reported that Haitian parents value French highly and want their children to learn both English and French.

The grade advisor felt that more collaboration and planning were needed between the teachers of French and the bilingual teachers, to share information on student strengths and weaknesses and to maximize the effectiveness of instruction. The French language classes could reinforce concepts learned in subject areas, and could address the problem of limited French literacy directly (see recommendations).

SUPPORTIVE SERVICES TO STUDENTS

Project Become offers support to participating students in a variety of ways. Almost all staff members offer support in some way --

either through advising, tutoring, home visits and/or contacts, extra-curricular activities, follow up, and other out-of-class relationships.

Staff members made contacts with feeder and junior high schools to disseminate information about the program. In addition, project staff members (including the director, grade advisors, and some classroom teachers) interviewed and screened all new students upon admission. Their records were reviewed and their general preparedness was assessed in English, the native language, and mathematics.

The grade advisors met with each student at least twice during the year to develop his or her program. Hispanic seniors met several times with their grade advisor as a group and individually. All students received group counseling in October. Students also sought out the grade advisors for informal counseling; both advisors were seen by many students as friendly figures who could be approached for conversation and assistance.

Both made themselves available to students outside of school as well as during school hours. The Hispanic grade advisor, long in the school, was particularly active with the students as advocate and friend. He encouraged students to participate in sports with him and socialized with them in other out of school contexts.

Program students who wished to discuss issues which were important to them were also free to meet with the school principal, who made himself available to them. During the year, students and parents met with him to discuss the question of security in the school.

The staff secretary also functioned in an ongoing way as friend, confidant, and facilitation to the students.

About 18 out of the 27 bilingual seniors worked after school in 1980-81, suggesting that efforts by career and business education staff members at creating job opportunities were to a good degree successful. The provision of after-school jobs and internships is a desirable and important aspect of the educational experience of career students at Sarah J. Hale.

Project Become has developed and implemented an effective system for following and monitoring the behavior and performance of program students in their classes. Each Friday, the project distributed forms to classroom teachers, bilingual and mainstream, serving bilingual students. On the forms, teachers entered information on those students who were cutting classes, excessively absent or performing poorly. The forms were collected on the following Monday for follow-up action by project staff.

Follow up was generally the responsibility of the Hispanic grade advisor and the family assistants. In response to a poor report, calls were made to students' homes. A number of such calls were made for various reasons during 1980-81. When telephone contact could not be made, letters were sent home advising parents of academic difficulties or excessive absences. About 15 formal visits were made to some students' homes to discuss such problems as cutting classes and unfinished assignments. (Informal and social visits were also made.) Home visits were made by the family assistants, and the Hispanic grade advisor also made

occasional visits. Reports were made on all telephone contacts and home visits, and their outcomes. Students with persistent problems might be referred to the school's guidance counselor for assistance.

In cases where home contact and other staff efforts produced no improvement in attendance or grades, the student was given a probation card, to be signed by all his or her teachers. About 10 probation cards were issued during 1980-81.

Students with personal or academic problems were also referred to agencies in the community for assistance. Some were referred to a Catholic Charities program for tutoring and counseling, or to a tutorial program in a local church-based community outreach program. Students were also sent to job referral programs (such as the Manhattan Valley Youth Program) and professional organizations. The Hispanic grade advisor did express a need for referral services for the small number of students who become pregnant during the year.

EXTRACURRICULAR ACTIVITIES

There are many ways, beyond academic performance, in which students can demonstrate their feelings about themselves and their school experiences.

The program offered trips for bilingual students, and students cited them as one of the advantages of participating in the program. During the spring of 1981, bilingual students went to see Garcia Lorca's La Casa De Bernarda Alba. They went to Great Adventure and took a boat ride around Manhattan. To help support their trips, the bilingual students held a cake sale (at which it was reported that most of the profits were eaten). For graduating seniors, a dinner dance was held in a Queens night

club. A reception was held for the parents of graduating seniors as well, which was attended by parents, project staff, students, and the principal of Sarah J. Hale High School.

Students were encouraged to participate in conferences, singly or in groups. One student was a keynote speaker at a conference on "The Future of Bilingual Education," held at Fordham University (see appendix A). A whole social studies class participated in a conference at Hostos Community College on "The Future of Hispanic Women." Another group of students went to a conference on the future of the Hispanic community.

Four Hale bilingual students made a presentation to adult participants of Solidaridad Humana.

OTHER STUDENT RESPONSES

Students interact with each other and are active outside of classes. Many are active in sports, particularly baseball and soccer. Some contribute to a literary magazine, Panorama, which is produced by the bilingual program. Typically, many students are friends outside of school, and they meet for sports, picnics, and parties. Their activities frequently involve the Hispanic grade advisor, who is himself active in sports. He is extremely popular with students, is actively concerned for them and makes himself available to them extensively outside of school. The readiness with which students approach staff members indicates the positive feelings which students have about them.

Project Become students have demonstrated high rates of academic success, outperforming their mainstream peers consistently, in those areas

in which comparisons have been made (see findings). In 1980-81, the salutatorian of the graduating class was a bilingual student, and bilingual students are typically among the highest achieving students at Sarah J. Hale. The attendance rates demonstrated by program students attest to the value which they place on their participation in the program.

PARENTAL AND COMMUNITY INVOLVEMENT

The Project has an Advisory Committee of 20 persons composed of parents, teachers, and students. The Committee, formed by selection and election, functions to review the implementation of the program and to act in an advisory capacity.

Notices of meetings and activities are posted in Spanish and English in places highly frequented by the students' parents. Agendas and minutes of meetings are mailed regularly to parents of the students participating in the project. Additionally, a program newsletter and a student literary magazine further inform the community about the progam.

As has been discussed above, parents were kept informed of their children's progress and problems in school by telephone and letter. When decisions were made about mainstreaming, parents were always involved. Parents are often invited to school functions, and a special celebration was held for the parents of graduating seniors in June, 1981.

Program staff believe that parents feel comfortable communicating with teachers in their own language and in their own cultural styles. The personal nature of the relationship and the similarity in cultural back-

ground result in great parental cooperation with the school and, particularly with the project.

The program also disseminated its activities in the community and to both feeder and other junior high schools. Brochures and business cards provided information about the career and job internship programs at Sarah J. Hale for both prospective students and employers.

VI. FINDINGS

ASSESSMENT PROCEDURES, INSTRUMENTS, AND FINDINGS

The following section presents the assessment instruments and procedures used in evaluating student achievement in 1980-1981 and the results of the evaluation. It should be noted, however, that all conclusions drawn from the data presented here should be qualified by the fact that these results apply to only a subset of program participants. Data forms were submitted on only 181 of the 350 students which the program proposed to serve. In addition, complete data were not reported on most of the forms which were received. This was especially true for the Spanish-speaking students.

Students were assessed in English language development, growth in mastery of their native languages, mathematics, social studies, science, and vocational education. The following are the areas assessed and the instruments used:

English as a second language -- CREST (Criterion Referenced English Syntax Test, Levels I, II, and III);

Reading in Spanish -- Interamerican Series, Prueba de Lectura (Total reading, forms BS and AS, Level III, 1950 version); New York State Regents Test in Spanish; the New York City-Wide Test in Spanish (Level II) Data are not presented because scores were out of range and could not be meaningfully interpreted.

Reading in French -- Science Research Associates' Test de Lecture; the New York State Regents Test in French; the New York City-Wide Test in French (Level II)

Social studies -- New York City-Wide Examination in Bilingual Social Studies (Spanish and French language versions)

Mathematics -- New York City Arithmetic Computation Test

Mathematics performance -- Teacher-made tests

Science performance -- Teacher-made tests

Vocational and business education -- Teacher-made tests

Native language classes -- Teacher-made tests

Attendance -- School and program records

The following analyses were performed:

On pre/post standardized tests of French reading achievement statistically and educational significance are reported in Table 28. Similar data are reported for the non-standardized New York City Test of Proficiency in English Language Skills in Table 26 and 27 and for the New York City Arithmetic Computation Test in Table 31. Although most Spanish-speaking students were administered this test a single time, only three of them were reported to have received both a pre- and a post-test. As results for so few students would be largely meaningless, only data on Haitian/Creole-speaking students have been tabulated.

Statistical significance was determined through the application of the correlated t-test model. This analysis determines whether the difference between pre-test and post-test mean scores is larger than would be expected by chance variation alone; i.e. is statistically significant.

This analysis does not represent an estimate of how students would have performed in the absence of the program. No such estimate

could be made because of the inapplicability of test norms for this population, and the unavailability of an appropriate comparison group.

Educational significance was determined for each grade level by calculating an "effect size" based on observed summary statistics using the procedure recommended by Cohen[1]. An effect size for the correlated t-test model is an estimate of the difference between pre-test and post-test means expressed in standard deviation units freed of the influence of sample size. It became desirable to establish such an estimate because substantial differences that do exist frequently fail to reach statistical significance if the number of observations for each unit of statistical analysis is small. Similary, statistically significant differences often are not educationally meaningful.

Thus, statistical and educational significance permit a more meaningful appraisal of project outcomes. As a rule of thumb, the following effect size indices are recommended by Cohen as guides to interpreting educational significance (ES):

a difference of 1/5 = .20 = small ES

a difference of 1/2 = .50 = medium ES

a difference of 4/5 = .80 = large

The Criterion Referenced English Syntax Test (CREST) was one of two tests used to measure growth in English language proficiency. The instrument tests mastery of specific syntactic skills at three levels.

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[1]Jacob Cohen. Statistical Power Analysis for the Behavioral Sciences (Revised Edition). New York: Academic Press, 1977 Chapter 2.

Levels I and II contain 25 objectives each, such as knowledge of present-tense forms of the verb "to be" (Level I), or possessive adjectives and pronouns (Level II). Material at the advanced Level III is organized into 15 objectives, such as reflexive pronouns. At each level, students are asked to complete four items per objective. The items are multiple choice and consist of sentence frames for which students must choose a word or phrase from four possibilities. Mastery of a skill objective is determined by a student's ability to answer three out of four items correctly.

This report analyzes students' performance at the three test levels. Performance breakdowns are reported in two ways: by grade of the students tested irrespective of test level taken, with information on the average number of objectives mastered and the average number of objectives mastered per month of schooling (see Tables 18, 20, 22, 24), and by both grade and level of test taken with information only on the average number of objectives mastered (see Tables 19, 21, 23, 25).

In addition to the program-wide tests discussed above, many program participants took the appropriate version of the New York State Regents examination in the Spanish or French languages of the New York City-Wide test in the appropriate language. Results of these test administrations are reported in Table 29 for Spanish-speaking and for Haitian students. These tables report the number of program students eligible to take the test, the number actually tested and the number and percent passing the tests. The same information is presented for those students who took the New York City-Wide Examination in Bilingual Social Studies in Table 30.

Comparisons of the success of program students in mathematics, science, and social studies courses taught in the bilingual program with those of non-program students in similar mainstream courses are contained in Table 32. The Chi-square statistic is used to determine in each case how different, statistically, the proportion of passing program students is from that of mainstream students.

Rates of success of students in vocational education, business education, and native language courses are reported by course and by grade. These tables contain the numbers of students reported as taking the relevant courses, and the percent passing, for fall and for spring courses separately. The tables reporting this data are listed below by subject content area:

Subject Area	Table # Spanish-speaking students	Table # French-speaking students
vocational and business education	33	34
native language classes	35	36

Comparisons of the attendance rates of program participants with that of the school as a whole are presented by grade in Table 37. This table contains average rates for the school and for the various participant groups, the percent differences, values of the *t* statistic, and its level of statistical significance. Although the *t* statistic used here is slightly different than that described above, it again indicates the extent to which the observed percentage differences vary from what might be expected by chance.

Table 18. Results of the Criterion Referenced English Syntax Test (CREST): number of objectives mastered, and objectives mastered per month.

(E.S.L. Title I Spanish-speaking students, fall)

Grade	# of Students	Average Number of Objectives Mastered Pre	Post	Objectives Mastered*	Average Months of Treatment	Objectives Mastered Per Month
9	19	7.2	12.4	5.2	2.8	1.86
10	14	12.0	17.3	5.3	2.6	2.04
11	11	10.1	12.2	2.1	2.8	0.75
12	3	15.7	20.7	5.0	2.5	2.00
TOTAL	47	9.8	14.3	4.5	2.7	1.67

*Post-test minus pre-test.

.Just under 37 percent of the Spanish-speaking program participants were tested with the CREST in the fall.

.Spanish-speaking students in every grade but the eleventh mastered at least 5.0 objectives during the fall instructional months. The achievement of this group was restricted by the performance of eleventh graders on Level III (see Table 19).

.Mastery rates ranged from .75 objectives per month in the eleventh grade to 2.04 objectives per month in the tenth grade, for an overall average of 1.67 objectives per month of instruction in the fall.

Table 19. Performance of students tested on the Criterion Referenced English Syntax Test (CREST): average number of objectives mastered by grade and test level.

(E.S.L. Title I Spanish-speaking students, fall)

	LEVEL I				LEVEL II				LEVEL III			
		Average Number of Objectives Mastered				Average Number of Objectives Mastered				Average Number of Objectives Mastered		
Grade	N	Pre	Post	Gain*	N	Pre	Post	Gain*	N	Pre	Post	Gain*
9	13	6.8	12.2	5.4	4	6.0	13.2	7.2	2	12.0	12.5	0.5
10	3	7.7	13.0	5.3	10	13.4	19.0	5.6	1	11.0	13.0	2.0
11	2	12.0	17.0	5.0	3	8.3	11.0	2.7	6	10.3	11.3	1.0
12	----------				3	15.7	20.7	5.0	----------			
TOTAL	18	7.5	12.9	5.4	20	11.5	17.2	5.7	9	10.8	11.8	1.0

NOTE: number of objectives for each level: Level I (25), Level II (25), Level III (15).

*Post-test minus pre-test.

- The level of mastery at post-test time increased with test level. Level I students passed a total of 12.9 objectives (out of 25); Level II students passed 17.2 objectives, and Level III students passed an average of 11.9 objectives out of a possible 15.
- Students on Levels I and II made good average gains of 5.4 and 5.7 objectives from pre- to post-test.
- Students on Level III showed lower average gains, primarily because their high scores at pre-test and the limited number of objectives on that level restricted the students' opportunity to demonstrate growth.

Table 20. Results of the Criterion Referenced English Syntax Test (CREST): number of objectives mastered, and objectives mastered per month.

(E.S.L. Title I Spanish-speaking students, spring)

Grade	# of Students	Average Number of Objectives Mastered Pre	Post	Objectives Mastered*	Average Months of Treatment	Objectives Mastered Per Month
9	30	12.2	16.0	3.8	2.9	1.31
10	13	10.6	14.1	3.5	2.7	1.30
11	13	10.2	13.4	3.2	2.8	1.14
12	3	13.0	14.7	1.7	2.9	0.59
TOTAL	59	11.5	14.9	3.4	2.8	1.21

*Post-test minus pre-test.

- Students mastered an average of 3.4 objectives during the spring. Mastery rates ranged from .59 objectives per month in the twelfth grade to 1.31 in the ninth grade for an overall average of 1.21 objectives per month of spring instruction.

- There was a tendency for the overall achievement of Spanish-speaking students to be lower in spring than in the fall (see Table 21 for the effects of test level).

Table 21. Performance of students tested on the Criterion Referenced English Syntax Test (CREST): average number of objectives mastered by grade and test level.

(E.S.L. Title I Spanish-speaking students, spring)

	LEVEL I				LEVEL II				LEVEL III			
		Average Number of Objectives Mastered				Average Number of Objectives Mastered				Average Number of Objectives Mastered		
Grade	N	Pre	Post	Gain*	N	Pre	Post	Gain*	N	Pre	Post	Gain*
9	15	11.3	15.9	4.6	12	14.0	17.3	3.3	3	9.3	11.3	2.0
10	2	5.0	8.5	3.5	10	11.8	15.4	3.6	1	10.0	13.0	3.0
11	1	17.0	23.0	6.0	4	10.0	14.0	4.0	8	9.5	11.9	2.4
12	----------				1	19.0	19.0	0	2	10.0	12.5	2.5
TOTAL	18	10.9	15.4	4.5	27	12.8	16.1	3.3	14	9.6	11.9	2.3

NOTE: number of objectives for each level: Level I (25), Level II (25), Level III (15).

*Post-test minus pre-test.

- Forty-seven percent of the students reported were pre- and post-tested with the CREST in the spring term.
- More students were tested on the higher levels of the CREST in spring than in the fall.
- Spanish-speaking students mastered an average of 4.5 instructional objectives on Level I, 3.3 on Level II, and 2.3 on Level III from pre- to post-test in the spring term.

Table 21
(continued)

- There was a tendency for the number of objectives mastered to decline as the test level increased.

- Restriction of gains may be noted at Level III (see above). Because of lower pre-test scores, however, larger gains were made in the spring than in the fall.

Table 22. Results of the Criterion Referenced English Syntax Test (CREST): number of objectives mastered, and objectives mastered per month.

(E.S.L. Title I French/Creole-speaking students, fall)

Grade	# of Students	Average Number of Objectives Mastered Pre	Post	Objectives Mastered*	Average Months of Treatment	Objectives Mastered Per Month
9	4	11.7	19.0	7.3	2.9	2.52
10	12	11.2	18.4	7.2	2.9	2.48
11	6	12.7	19.7	7.0	2.9	2.41
12	7	12.7	16.0	3.3	2.8	1.18
TOTAL	29	12.0	18.2	6.2	2.9	2.14

*Post-test minus pre-test.

- Almost 60 percent of the Haitian students reported were pre- and post-tested in the fall.
- French/Creole students in the ninth grade through eleventh grade mastered at least 7.0 objectives during the fall instructional months. Grade twelve students mastered 3.3 objectives during this period.
- Mastery rates among students in the lower grades were equivalent and approached a substantial 2.5 objectives per month of instruction. Grade twelve students' performance increased at a slower pace, about 1.2 objectives per month of instruction.

Table 23. Performance of students tested on the Criterion Referenced English Syntax Test (CREST): average number of objectives mastered by grade and test level.

(E.S.L. Title I French/Haitian Creole-speaking students, fall)

	LEVEL I				LEVEL II				LEVEL III			
		Average Number of Objectives Mastered				Average Number of Objectives Mastered				Average Number of Objectives Mastered		
Grade	N	Pre	Post	Gain*	N	Pre	Post	Gain*	N	Pre	Post	Gain*
9	3	10.0	19.7	9.7	1	17.0	17.0	0	----------			
10	5	7.8	16.8	9.0	7	13.7	19.6	5.9	----------			
11	2	11.0	19.5	8.5	4	13.5	19.7	6.2	----------			
12	2	15.5	19.5	4.0	2	14.5	20.0	5.5	3	9.7	11.0	1.3
TOTAL	12	10.2	18.4	8.2	14	14.0	19.5	5.5	3	9.7	11.0	1.3

NOTE: number of objectives for each level: Level I (25), Level II (25), Level III (15).

*Post-test minus pre-test.

- Twenty-six out of 29 students reported were functioning on Levels I and II of the CREST in the fall.
- Students on Level I gained an average of 8.2 instructional objectives, while Level II students mastered 5.5, and the three students on Level III gained an average of 1.3.
- The limited growth of students on Level III is in part due to the restricted number of objectives on the test at that level (15). This performance negatively affected the average gains for twelfth graders as reported on the preceding table.

Table 24. Results of the Criterion Referenced English Syntax Test (CREST): number of objectives mastered, and objectives mastered per month.

(E.S.L. Title I French/Creole-speaking students, spring)

Grade	# of Students	Average Number of Objectives Mastered Pre	Post	Objectives Mastered*	Average Months of Treatment	Objectives Mastered Per Month
9	7	10.1	20.7	10.6	3.0	3.53
10	16	14.6	20.0	5.4	3.0	1.80
11	8	16.6	21.9	5.3	3.0	1.77
12	7	11.4	18.3	6.9	2.9	2.38
TOTAL	38	13.6	20.2	6.6	3.0	2.20

*Post-test minus pre-test.

- Seventy-eight percent of the Haitian students reported were pre- and post-tested with the CREST in the spring.
- The total number of objectives mastered ranged from 5.3 in grade eleven to a substantial 10.6 in grade nine.
- Objectives mastered per month ranged from 1.77 to 3.53, for an overall average of 2.2 objectives mastered for each month of instruction in the spring.

Table 25. Performance of students tested on the Criterion Referenced English Syntax Test (CREST): average number of objectives mastered by grade and test level.

(E.S.L. Title I French/Haitian Creole-speaking students, spring)

	LEVEL I				LEVEL II				LEVEL III			
		Average Number of Objectives Mastered				Average Number of Objectives Mastered				Average Number of Objectives Mastered		
Grade	N	Pre	Post	Gain*	N	Pre	Post	Gain*	N	Pre	Post	Gain*
9	4	6.7	21.7	15.0	3	14.7	19.3	4.6	----------			
10	5	14.6	23.8	9.2	8	16.1	20.2	4.1	3	10.7	13.0	2.3
11	4	15.7	24.2	8.5	3	18.7	21.0	2.3	1	14.0	15.0	1.0
12	----------				4	12.2	22.7	10.5	3	10.3	12.3	2.0
TOTAL	13	12.5	23.3	10.8	18	15.4	20.8	5.4	7	11.0	13.0	2.0

NOTE: number of objectives for each level: Level I (25), Level II (25), Level III (15).

*Post-test minus pre-test.

.Haitian students demonstrated strong patterns of growth at all three test levels.

.On Level I, gains from pre- to post-test ranged from 8.5 at grade eleven to 15 objectives at grade nine, or an impressive 10.8 overall. By post-test, Level I students had mastered most Level I objectives.

.Students tested on Level II made gains which ranged from 2.3 at grade ten to 10.5 at grade twelve, for an average of 5.4 overall.

Table 25
(continued)

.Gains on Level II were restricted, however, by high pre-test scores. Most students were functioning near the ceiling of the test by post-test. This is especially true for the eleventh graders, with an average pre-test score of 18.7 objectives mastered out of a possible 25.

."Ceiling effects" are also visible in the performance of students on Level III. The average number of objectives mastered at pre-test was 11 out of a possible 15, clearly restricting growth. Post-test scores were predictably at the ceiling of the test.

Table 26. English achievement for Spanish-speaking students.

Significance of mean total raw score differences between initial and final test scores in English language reading achievement of students on the New York City Test of Proficiency in English Language Skills.

Grade	N	Pre-test Mean	Pre-test Standard Deviation	Post-test Mean	Post-test Standard Deviation	Mean Difference	Corr. Pre/post	t	p	ES
9	5	104.2	32.9	131.6	32.7	27.4	.622	2.15	.01	.96
10	11	135.3	41.6	150.3	39.0	15.0	.945	3.66	.004	1.10
11	13	106.0	29.4	144.5	32.9	38.5	.366	3.94	.002	1.09
12	6	105.0	39.8	128.2	34.8	23.2	.798	2.35	.07	.96
TOTAL	36	113.4	37.4	139.4	36.8	26.0	.718	5.60	.001	.93

- Thirty-five Spanish-speaking students from all four grades were pre- and post-tested with this test and all groups had large positive gains.
- Largely due to the small number of students reported to have been pre- and post-tested, ninth and twelfth graders' increases approached but did not reach statistical significance. Gains by tenth and eleventh graders, however, were highly significant.
- Gains by students in all grades were considered to be of high educational significance.

Table 27. English achievement for French/Creole-speaking students.

Significance of mean total raw score differences between initial and final test scores in English language reading achievement of students with full instructional treatment on the New York City Test of Proficiency in English Language Skills.

Grade	N	Pre-test Mean	Pre-test Standard Deviation	Post-test Mean	Post-test Standard Deviation	Mean Difference	Corr. Pre/post	t	p	ES
9	5	61.2	12.7	61.0	8.1	-0.2	.156	-.03	NS	--
10	16	60.0	11.1	69.5	9.8	9.5	.731	4.92	.001	1.23
11	7	65.6	21.5	72.0	17.4	6.4	.979	2.96	.025	1.12
12	6	60.3	14.1	64.8	11.3	4.5	.959	2.42	.06	.99
TOTAL	34	61.4	13.9	67.9	11.8	6.6	.796	4.52	.001	.78

- Most Haitian students (69 percent) for whom data were reported were pre- and post-tested on this test.
- Average scores and score ranges for these students are far different from those of the Spanish-speaking students taking the same test and may be due to different testing or scoring procedures being applied to the two groups.
- While ninth graders showed, on average, virtually no change, students in other grades all made substantial pre/post increases with tenth and eleventh graders having statistically significant changes and twelfth graders nearing statistical significance.
- Tenth through twelfth graders all made gains of substantial educational significance.
- Gains made by Spanish-speaking and Haitian students on this test were generally quite similar.

Table 28. Native language reading achievement for French/Haitian Creole-speaking students.

Significance of mean total raw score differences between initial and final test scores in French language reading achievement of students with full instructional treatment on the Test de Lecture, Level 3, by grade.

		Pre-test		Post-test						
Grade	N	Mean	Standard Deviation	Mean	Standard Deviation	Mean Difference	Corr. Pre/post	t	p	ES
9	3	31.0	25.7	68.7	11.1	37.7	.111	2.43	NS	1.40
10	16	56.4	17.8	70.8	16.6	14.4	.708	4.36	.001	1.09
11	7	54.6	18.0	74.6	19.7	20.0	.614	3.18	.02	1.20
12	9	46.2	21.0	68.6	16.7	22.3	.896	6.99	.001	2.33

- Seventy-one percent of the students for whom data were reported were pre- and post-tested on this test.
- Average pre- to post-test gains ranged from 14.4 raw score points in grade ten to 37.7 in grade nine. In grades nine, eleven, and twelve, average gains were of 20 points and over.
- The gains made by students in grades ten, eleven, and twelve were statistically significant at or below the .02 level. Because of the small number of ninth graders reported, their gains did not reach statistical significance.
- Students in all grades demonstrated growth in their knowledge of French reading which was highly educationally significant.

Table 29. Achievement on City-wide or Regents tests of reading in the native language.

(Number of program students taking City-wide or Regents examinations in spring, 1981, and percent passing)

Test Taken	Number Eligible	Number Taking Test	Percent Passing
Spanish-Speaking Students			
Spanish Regents	37	32	87
Spanish City-wide, Level II	45	32	78
Haitian Students			
French Regents	19	19	100
French City-wide Level II	25	12	100
TOTAL	126	95	88

- Seventy-eight percent of the Spanish- and 70 percent of the French-speaking students who were eligible for these citywide and regents tests did take one.
- One hundred percent of the French-speaking students who took these tests passed them. However, since only half of those eligible for the Level II French exam took it, this passing rate may have been inflated by self-selection.
- An average of 83 percent of the Spanish-speaking students who took these regents and city-wide examinations passed them.
- Overall, the passing rate of the entire group was 88 percent.

Table 30. Achievement on city-wide examinations in social studies.

(Number of program students taking City-wide or Regents examinations in spring, 1981, and percent passing)

Test Taken	Number Eligible	Number Taking Test	Percent Passing
City-wide Examination in Social Studies (Spanish language)	32	27	85
City-wide Examination in Social Studies (French language)	10	10	90
TOTAL	42	37	86

- Eighty-four percent of the Spanish- and 100 percent of the French-speaking students who were eligible for these city-wide examinations took one.
- Ninety percent of the French- and 85 percent of the Spanish-speaking students passed their examinations.
- The overall passing rate for the combined group was 86 percent.

Table 31. Mathematics achievement for French/Haitian Creole-speaking students.

Significance of mean total raw score differences between initial and final test scores in mathematics achievement of students with full instructional treatment on the New York City Arithmetic Computation Test.

		Pre-test		Post-test						
Grade	N	Mean	Standard Deviation	Mean	Standard Deviation	Mean Difference	Corr. Pre/post	t	p	ES
9	2	46.0	8.5	64.5	21.9	18.5	1.000	1.95	NS	1.38
10	14	57.0	13.6	65.8	14.4	8.8	.878	4.72	.001	1.26
11	8	54.5	24.0	60.3	26.2	5.8	.871	1.26	NS	.45
12	9	61.7	16.9	68.6	17.6	6.9	.898	2.64	.03	.88
TOTAL	33	57.0	17.0	65.1	18.4	8.1	.865	5.03	.001	.88

- Sixty-seven percent of the Haitian students for whom data were reported were pre- and post-tested with the New York City Arithmetic Computation Test.
- Mean score gains ranged from 5.8 raw score points at the eleventh grade to 18.5 points for the two ninth graders.
- The gains were statistically significant for the tenth and twelfth graders.
- All the reported gains were judged to be of moderate to high educational significance.
- The average gain over all grades was highly significant both statistically and educationally.

Table 32. Number and percentage of bilingual program and mainstream students passing content-area courses in spring 1981.

	BILINGUAL PROGRAM STUDENTS				MAINSTREAM CLASSES						
SUBJECT	NUMBER OF STUDENTS	NUMBER OF CLASSES	NUMBER PASSED	% PASSED	NUMBER OF STUDENTS	NUMBER OF CLASSES*	NUMBER PASSED	% PASSED	PERCENTAGE DIFFERENCES	X^2	(1df) P
Remedial Math	24	1	14	58	297	9	76	25	33	11.85	.001
Algebra	25	1	17	68	144	4	58	40	28	6.88	.01
Pre Algebra	20	1	17	85	58	2	28	48	37	8.41	.005
Geometry	24	1	13	54	29	1	26	89	35	28.88	.0001
TOTAL Mathematics	93	4	61	66	528	16	188	36	30	23.72	.0001
General Science	47	2	34	72	541	16	187	35	37	28.01	.0001
Biology	22	1	17	77	581	18	332	57	20	2.86	.10
Chemistry	36	1	34	94	Not Available			--			
TOTAL Science	105	4	85	81	1,238	39	590	48	33	45.34	.0001
American Studies	29	1	24	90	211	6	160	76	14	0.43	NS
World History	23	1	17	74	Not Available			--			
TOTAL Social Studies	52	2	41	79	1,775	57	1,131	64	15	4.51	.05

*Estimated at 35 students per class.

Table 32
(continued)

.Overall, program students met the criterion for success in the content areas (that their rates of passing would be significantly greater than students in comparable mainstream classes).

.In four of the seven courses for which comparable data were available, bilingual program students achieved passing rates which were significantly greater ($p<.01$) than students in mainstream classes.

.The differences in passing rates in a fifth course (biology) was marginally significant ($p<.10$). The program passing rate in American studies was also higher than that of mainstream students but, because of the disparity in the sizes of the two groups, the difference was not statistically significant.

.Only in geometry was the performance of bilingual students significantly lower than that of mainstream students.

Table 33. Number of Spanish-speaking students attending courses and percent passing teacher-made examinations in vocational and business education.

FALL COURSE	GRADE 9 N	GRADE 9 % PASS	GRADE 10 N	GRADE 10 % PASS	GRADE 12 N	GRADE 12 % PASS	TOTAL N	TOTAL % PASS
Vocational education	2	100	2	100	0	--	4	100
SPRING COURSES								
Vocational education	7	100	12	100	8	100	27	100
Business Education: Typing	11	100	9	78	0	--	20	90
Business Education: Stenography	2	100	10	70	2	100	14	79

- Every Spanish-speaking student who attended a vocational education course passed the course.
- Every one of the 115 ninth- and twelfth-grade students who attended one of the two business education course passed the course.
- At least 70 percent of the tenth-grade students who attended a business education course passed that course.
- No results were reported for eleventh graders.

Table 34. Number of French/Haitian Creole-speaking students attending courses and percent passing teacher-made examinations vocational and business education.

SPRING COURSES	GRADE 9		GRADE 10		GRADE 11		GRADE 12		TOTAL	
	N	% PASS	N	% PASS	N	% PASS	N	% PASS	N	PASS
Typing	2	100	9	100	0	--	0	--	11	100
Stenography	1	100	5	100	1	100			7	100

.Every one of the 18 French-speaking students who attended a business education course passed the course.

Table 35. Number of Spanish-speaking students attending courses and percent passing teacher-made examinations in native language classes.

FALL COURSES	GRADE 9 N	GRADE 9 % PASSING	GRADE 10 N	GRADE 10 % PASSING	GRADE 11 N	GRADE 11 % PASSING	GRADE 12 N	GRADE 12 % PASSING	TOTAL N	TOTAL % PASSING
Native Language, Level V (general)	1	100	1	100	23	83			25	84
Native Languge, Level I (academic)	35	83	2	50			24	71	61	77
Native Language, Level III (general)			28	71					28	71
TOTAL	36	86	31	71	23	83	24	71	114	78

SPRING COURSES	GRADE 9 N	GRADE 9 % PASSING	GRADE 10 N	GRADE 10 % PASSING	GRADE 11 N	GRADE 11 % PASSING	GRADE 12 N	GRADE 12 % PASSING	TOTAL N	TOTAL % PASSING
Native Language, Level II (academic)	27	63							27	63
Native Language: Literature and Culture	1	100	11	100			22	91	35	91
Native Language, Level IV (general)			15	60	1	100			16	62
TOTAL	28	64	26	77	1	100	22	91	78	76

- Spanish-speaking students' success in native language classes increased from the fall to spring semester in every grade but the ninth.
- Overall success in a particular course ranged from 62 percent (in N.L. Level IV) to 91 percent (in N.L. Literature and Culture).

Table 36. Number of French/Haitian Creole-speaking students attending courses and percent passing teacher-made examinations in French language classes.

FALL COURSES	GRADE 9 N	GRADE 9 % PASSING	GRADE 10 N	GRADE 10 % PASSING	GRADE 11 N	GRADE 11 % PASSING	GRADE 12 N	GRADE 12 % PASSING	TOTAL N	TOTAL % PASSING
French Level I (academic)	1	100			1	100			2	100
French Level II (academic)			1	100	2	100	1	100	4	100
French Level III (academic)			5	100	2	100	1	100	8	100
French Level IV (academic)			1	100	2	100	2	100	5	100
French Advanced Placement							1	100	1	100
TOTAL	1	100	7	100	7	100	5	100	20	100

SPRING COURSES	GRADE 9 N	GRADE 9 % PASSING	GRADE 10 N	GRADE 10 % PASSING	GRADE 11 N	GRADE 11 % PASSING	GRADE 12 N	GRADE 12 % PASSING	TOTAL N	TOTAL % PASSING
French Level II (academic)	4	100			1	100			5	100
French (advanced placement)			1	100	2	100	6	100	9	100
French Level IV (academic)			9	89	4	100	1	0	14	86
French Level V (academic)					1	100			1	100
TOTAL	4	100	10	90	8	100	7	86	29	93

.Every Haitian student who attended a French language course during the fall passed the course.

.All but two (7 percent) of the 29 students who attended a French course during the spring passed the course.

Table 37. Significance of the difference between attendance percentages of bilingual students and the attendance percentage of the school.

Average School-Wide Attendance Percentage: 74.3

Haitian/Creole Students

Grade	N	Mean Percentage	Standard Deviation	Percentage Difference	t	p
9	8	94.6	10.0	20.3	5.75	.0001
10	20	97.1	2.7	22.8	37.83	.0001
11	11	97.8	2.3	23.5	33.67	.0001
12	10	97.0	3.5	22.7	20.30	.0001
TOTAL	49	96.8	4.7	22.5	33.71	.0001

Spanish-speaking Students

Grade	N	Mean Percentage	Standard Deviation	Percentage Difference	t	p
9	40	91.2	13.0	16.9	8.21	.0001
10	37	85.8	10.8	11.6	6.49	.0001
11	24	89.1	11.7	14.8	6.23	.0001
12	23	92.0	4.5	17.7	18.72	.0001
TOTAL	124	89.4	11.1	15.1	15.08	.0001

- Haitian and Hispanic program students had attendance rates which were significantly higher than the school-wide rate at every grade level.
- The overall average attendance rate of Haitian students was 96.8 percent, while that of Hispanic students was 89.4 percent.

SUMMARY OF FINDINGS

Student achievement in the various curricular areas is summarized below.

Knowledge of English Syntax

Both Hispanic and Haitian students achieved good rates of mastery of the instructional objectives in the CREST. All the groups which were reported exceeded one objective per month of instruction, ranging from 1.21 objectives per month (Hispanic students in the spring term) to 2.2 objectives per month (Haitian students, spring term). Generally, more students were reported in the spring than in the fall. Of the Hispanics, less than half of the students were pre- and post-tested with the CREST in either term. Somewhat more of the Haitians were fully tested -- 60 percent in fall and 78 percent in the spring term. Because of the limited number of objectives on Level III of the CREST, and the tendency for students to master objectives at different levels concurrently, ceiling effects were noted, especially at Level III of the test. This necessarily depressed gains at this level.

Reading in English

On the New York City Test of Proficiency in English Language Skills, Hispanic students made gains which were statistically significant in grades 10 and 11. The achievement of the other grades did not reach statistical significance because of the small numbers of students reported. All gains, however, were judged to be of great educational significance. Reported scores ranged as high as 150 points (ceiling of the test was reported to be 200).

Haitians tested with the same instrument achieved a different range of scores, suggesting a testing or reporting problem especially in grade 9, where no gain and a negative pre-post coorelation were reported. The gains reported were of statistical significance in grades 10 and 11, and at p.= < .06 in grade 12. The gains were judged to be of large educational significance in grades 10, 11, and 12. The question of scoring and test administration for the two groups should, in conclusion, be examined for this test.

Reading in the Native Language

On the Test de Lecture, a test of reading in French, Haitian students achieved generally large gains which were statistically significant in grades 10, 11, and 12 (grade 9 had only 3 students reported). All gains were judged to be of great educational significance.

Gain scores for achievement in reading in Spanish (the Inter-american series Prueba de Lectura) were not reported as they were generally out of range, making interpretation difficult.

Achievement in Mathematics

Relatively few students were pre- and post-tested with the New York City Computation Test. Because of the small numbers reported, only limited conclusions can be offered. The few Haitians with matched pre/post scores achieved gains which were statistically significant in two grades, and educationally significant in all.

Achievement in the Content Areas

In the content areas, bilingual program students achieved passing rates which exceeded the passing rates of mainstream students in

comparable classes in every case but one (geometry). In almost all cases, the differences in favor of program students were statistically significant (that is, greater than was likely to have occurred by chance). On the whole, program students met the criterion for achievement in the content areas.

Achievement on City-Wide and Regents Tests

Students who took city-wide social studies tests in Spanish or French achieved an overall passing rate of 86 percent. Most of the students who were eligible took the test.

Students who took city-wide or regents tests in French or Spanish reading achieved high rates of success on them, although some students who were eligible to take the examinations did not actually take them. Rates of passing ranged from 78 percent on the Spanish city-wide exam, Level II to 100 percent on the French regents examination and the French city-wide exam, level II. The overall passing rate was 88 percent.

Achievement in Native Language Classes

In courses in their native language, Hispanic students generally achieved high passing rates, ranging from 63 percent (Spanish, Level II, spring, 1981) to 84 percent (Level V, fall 1980). Overall passing rates were 78 percent in the fall and 76 percent in the spring.

Haitian students achieved very high rates of passing in their French classes. In all classes but one, passing rates were 100 percent. The overall passing rate was 100 percent in the fall and 93 percent in the spring.

Achievement in Business Classes

In business and vocational courses, Haitian and Hispanic students achieved high rates of success (generally achieving passing rates of 90 percent or over).

Attendance

The attendance rates for bilingual students of all grade levels and language groups were significantly higher than the overall rate for mainstream students.

VII. CONCLUSIONS AND RECOMMENDATIONS

The following sections represent a summation of information gathered by the evaluation team by means of interviews with staff and students, classroom observations, reviews of curricula and materials, and analysis of student achievement and attendance data (these were supplied by the program and analyzed by the Office of Educational Evaluation.

CONCLUSIONS

At the end of its first year of funding, the Project Become staff has institutionalized a strong program of instructional and support services to students.

Staffing. The staff members are on the whole highly experienced; all appear committed to the program and the students. All staff members, including the project director, teaching and non-teaching staff, are available to students on a daily basis, and create an atmosphere of active concern. Their involvement with students in and outside of class is indicative of their involvement with the program.

Support services. Support services are varied, and students respond to them. Particularly effective is the weekly reporting system (with home follow-up) for monitoring student progress and heading off problems as they develop. Counseling and advising are important activities, but in addition to formal academic advising, students seek out staff members as friends and personal advisors.

Instruction. Instructional services are well-developed, particularly for the Hispanic students in the subject areas and in Spanish. Curricula generally follow the mainstream classes, and materials are well-developed. The staff of the Haitian component, as a new staff serving a previously under-served population, has made great efforts to address the complex needs of the target students with curricula and materials. The need however, remains great for linguistically appropriate materials.

The newly instituted program of career classes and experiences has been considered a success by all the participants interviewed -- the principal, the project director, grade advisors, participating teachers, and students. Given that many students will choose employment rather than college after leaving school, the need for job-oriented skills and experiences is clear. Given the visible interest shown by students in choosing career options, this component appears to have addressed a felt need.

Student achievement. The stength of the program is reflected as well in the student achievement outcomes, which are generally very positive. Students scored good gains in English reading and their knowledge of English syntax. They achieved rates of passing in content-area classes which surpassed the passing rates in parallel mainstream classes, and demonstrated attendance rates which were significantly greater than that of the total school population.

Data reporting. The data reported were incomplete for many students. Data sheets were submitted for 181 students, and many of those were not fully tested. Problems of data entry or scoring inconsistencies made interpretation of some outcomes difficult. As a result, conclusions about student growth could not be made in some areas.

Programming. Students in E.S.L. classes were observed to function across a range of levels within one class. The teachers reported scheduling conflicts as sometimes interfering with E.S.L. placement.

Mainstreaming. Bilingual students, especially in the academic track appear to have little flexibility in their programs. Few students were reported as participating in higher level mainstream content-area classes on an elective basis. While students do take typing and cosmetology in classes taught in English, these classes were composed of bilingual students in order to maximize the effectiveness of the paraprofessionals.* As a result, however, the range of courses in which bilingual students participate was restricted to those offered by the program itself. The second, third, and fourth-year schedules proposed for career students include a steadily increasing exposure to the "mainstream," while that does not appear to be the case for academic track students. For academic students, the instructional options appear to be fewer.

*Thus, Haitians might cluster in one English reading class, and Hispanics in another.

Students' participation in mainstream classes (depending, of course, on their linguistic ability, and the recommendations of program staff) would appear at least in part to be one of scheduling, and thus allied to the question raised in the previous paragraph.

Staff development. Project Become staff members have made substantial contributions to the program's success. On the whole, staff members have appropriate credentials and much experience in bilingual education. They have, through participating in ongoing course work, shown their commitment to their continued professional development. The Haitian grade advisor, however, was new to bilingual education and was not enrolled in classes which might have helped him fulfill the many responsibilities which were assigned him. He had, it appeared, too many areas of responsibility to work effectively at all of them.

Parental involvement. The evaluator found it difficult to describe or assess the activities of the parent advisory committee, as documentation of its work was not readily available.

Articulation with other departments. Both English reading and E.S.L. teachers noted that there was no formal planning or coordination between staff members in the two areas. Both expressed the desirability of such collaboration to reinforce the acquisition of English skills by bilingual students. Equally, the Haitian grade advisor expressed a need to involve the teachers of French in addressing the needs of basic level students for French instruction and in reinforcing content-area concepts, where possible. Both seem reasonable areas for coordination.

Instructional services to students in need of basic skills development. Teachers in both Hispanic and Haitian components noted the presence of small numbers of students whose literacy skills and cognitive development were weak in their first language, for whom the regular bilingual classes were too difficult. These students may be at risk of "falling between the cracks" of regular student programs, which are not very appropriate for them.

RECOMMENDATIONS

With recognition for the achievements of the program in its first year, the following recommendations are offered to build on the efforts already made.

Data Reporting

In order to fully document student achievement, it is recommended that the program make efforts to fully test and report outcomes for all students served. It is also recommended that the program review its evaluation design with the Office of Educational Evaluation to minimize testing of students and possibly eliminate instruments which do not contribute significantly to knowledge of the program.

Programming and Mainstreaming

While recognizing that scheduling difficulties may exist in trying to program students for both bilingual and non-bilingual classes, the program is encouraged to try to place students in appropriate E.S.L. and mainstream classes. This may require further coordination with other departments, but would enhance the bilingual students' linguistic and social development, as well as expand their range of educational experi-

ences. Towards this end it is recommended that the program develop partially-mainstreamed schedules for academic students, as they have for students in the career tracks. In this way, students with sufficiently well-developed English skills would both stengthen those skills and be exposed to a wider range of instructional offerings, while not being deprived of the many services offered by the program.

Staff Development

It is recommended that staff development activities be focussed on the outcomes of the assessed needs, particularly of the newest staff members who may require additional support to function effectively in bilingual classrooms.

Parental Involvement

It is recommended that better documentation of parental involvement activities be maintained as part of the program's record keeping. Suggested data include agendas of meetings, lists of participants, and copies of minutes.

Articulation with Other Departments

It is recommended that the program staff meet with representatives from the other departments serving bilingual students to facilitate the coordination of instruction in E.S.L. and English reading classes. Such coordination may also aid in the appropriate placement of students in E.S.L. classes. It is recommended that discussions be held with the French teachers to explore ways in which instruction in each department can strengthen concepts taught in the other.

Instructional Services to Students in Need of Basic Skills Development

While recognizing that their limited numbers may preclude the assignment of a full time staff members to them, it is recommended that the program consider a flexible use of the educational assistants, to work on an intensive, small-group basis with these students. A basic skills laboratory approach might be considered.

Services to Haitians

As has been indicated above, this is a new component in need of development. In addition to staff development and coordination activities discussed in previous recommendations, the program is encouraged to contact other programs serving Haitian students in its search for materials. In addition, the program is urged to continue to develop individualized materials to deal with the diversity of student needs.

If the number of Haitian students increases, it is recommended that the program divide teaching and curriculum development/counseling activities between separate individuals, as the existing staff is overburdened.

In conclusion, it is recommended that staff and curriculum development efforts take the Haitian component as a particular focus in 1981-82.

VIII. APPENDICES

ANNOUNCING

FIRST OF A SERIES OF DISCUSSIONS ON:

....THE FUTURE OF BILINGUAL EDUCATION

Saturday February 7, 1981 --- 10:30 A. M.

Room 816 FORDHAM UNIVERSITY AT LINCOLN CENTER--- West 60th Street and Columbus Avenue, NYC 10023

PRESENTED BY

The Association of Dominican Educators, Fordham University; Bilingual Education Program, and The Office of Bilingual Education--NYC Board of Education

PROGRAM

I. Registration 10:30 -- 11:00 A. M.

II. Cultural Presentation -- 11:00 A. M. - 12:00 NOON

1. Juan Rivero - Poet
2. Daniel Abreu - Guitarist
3. Bellet Folklorico Juvenil de Nueva York
4. Grupo Musical de JHS 54

III. Opening Remarks -- 12:00 NOON - 12:30 P. M.

1. Dr. Richard E. Baecher, Director, Bilingual Education---Fordham University
2. Mavila Rodas -- Student, Sarah J. Hale High School

IV. Panelists

1. Dr. Ricardo Otheguy - Director, City College Bilingual Education Program
2. Carmen Perez - Chief, Bureau of Bilingual Education, NYS Education Department
3. Hon. Herman Badillo - Ex-Congressman and Notable Lawyer and Politician
4. Awilda Orta - Director, Office of Bilingual Education, NYC Board of Education

V. Questions and Discussion Session - 1:30 P. M. -- 2:30 P. M.

VI. CLOSING REMARKS - Dr. Angela L. Carrasquillo, Assistant Professor, Fordham University

VII. Coffee and Danish - 2:30 P. M. to 3:00 P. M.

FOR FURTHER INFORMATION PLEASE CALL: Dr. Angela L. Carrasquillo at 841-5515
or Juan Trinidad at 855-2412 -- Ext. #9 (Day) or 877-5197 (Night)

GENERAL ACADEMIC OBJECTIVES

1. Participants who wish to, will be given an opportunity to participate in a bilingual-bicultural program in either the academic or career track.

2. All participants will be given an opportunity to develop functional bilingualism, including English dominant students should they wish to participate.

3. All students in the program will be given an opportunity to achieve grade level performance in the curriculum areas in the language of their choice.

4. Each student participating in the bilingual program will be grouped in each subject area class according to his ability in that area, and will be changed at such time as he demonstrates mastery or need for change at that level.

5. Participants for whom English is a second language will be taught in their native language, while they are simultaneously developing communication skills in English.

6. Participants for whom English is a second language will be able to maintain and improve their ability in their native language and culture while acquiring sensitivity for the new culture.

7. The positive self-image and pride in his heritage will be reinforced by using the student's native language as the language of instruction.

8. All the students in the program will develop a richer understanding of the variety of cultures surrounding them.

9. All students will demonstrate their understanding and appreciation of cultural heritage by participating jointly in classroom activities, school observed holidays and festivities of cultural significance as well as national events.

10. The school will improve the quality of education for all children by incorporating and expanding the range of choices for all students.

11. The school will provide students with direct, active participation in real life settings as a preparation for careers and life in the broadest sense.

12. Participants will be able to increase their academic achievement, attendance, work habits and self-esteem, marketable skills, and motivation to continue studying.

13. A significantly higher number of participants will meet terminal objectives for the high school diploma and/or licensing thereby attaining high school diploma.

14. Participants will develop the skills and attitudes necessary for admission to college and/or employment

GENERAL CAREER OBJECTIVES

1. Bilingual students will be offered the opportunity to develop skills, not accessible to them in other shcools or programs, which will facilitate employment and advancement into the world of careers.

2. Participants will be able, upon consultation with counselor and parents, to choose a career as early as in grades tenth, eleventh and twelfth.

3. Participants in the career options program will have the added opportunity to obtain employment while in school or immediately after school to facilitate on the job training experience for certain skills.

4. Students in the career options program will have the opportunity to partake in internships in provate or public agencies to get first-hand experience in the field and to test appropriateness of career choice.

5. Participants in the career option program will have a significantly greater opportunity for permanent placement after completing program.

6. Participants acquiring basic skills in the fields of health careers, cosmetology, and secretarial sciences will experience the sense of pride and satisfaction associated with being skillful and capable.

7. Participants, under the guidance and orientation of the bilingual faculty, will develop a greater understanding of how bilingualism can work for them.

8. Fostering student's participation into the economic life of the community will aid in the development of a more positive bond between the school and society.

For the Staff:

1. To provide the participating staff with additional opportunities to develop their own professional growth in area of bilingual education through an awareness of the non-English-speaking students' needs.

2. Teachers and paraprofessionals will expand their knowledge of bilingual teaching methodology by attending branches of CUNY and by atterdance to in-service courses and meetings.

3. The staff will become more aware of the necessity for closer cooperation between the school and the community and the staff will encourage parents' participation and stimulate parents enthusiasm for bilingual education.

4. The staff will actively participate in the College Advisory Committee so that they will be prepared and well informed to advise project students as to the various college opportunities open to them.

5. The staff will hold regular meetings among themselves to discuss the means of improving their techniques, and also to discuss particular problems of in-divudual students.

6. The teacher in the project group will hold meetings with teachers in the regular school to foster understanding of the aims of bilingual program and eliminate the distrust which at times evidences itself in manifestions of isolation and/or polarization.

7. The teachers in the project will develop new bilingual materials in the areas of mathematics, science and social studies, as well as in the bilingual vocational career areas where there is a lack of appropriate materials suitable for the non-English speaking child, Curriculum materials thus developed will be disseminated among other schools.

8. The professional and paraprofessional staff will gain insight into the philosophy and practices of bilingual education as well as an appreciation of the culturally-pluralistic American Society

9. The staff will be able to integrate methods and philosophies of career education into a variety of learning situations.

10. The bilingual staff will acquire the teaching and language competency skills necessary in order to participate in a bilingual-bicultural program.

11. All members of the staff will learn how to utilize teacher-made as well as commercially produced materials for bilingual programs.

12. All staff members will learn to adapt and develop relevant and appropriate curriculum materials geared to the interest level and individual needs of the students in the bilingual program.

13. Due to different levels of educational experience and proficiency, teachers in the bilingual program will prepare individualized instruction packets for each subject area.

14. The staff will form an interdisciplinary resource team composed of members who will be available for training and dissemination.

15. The staff will be trained and made aware of current bilingual publications so as to develop sensitivity to the philosophy, needs and problems of bilingual education.